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new trail

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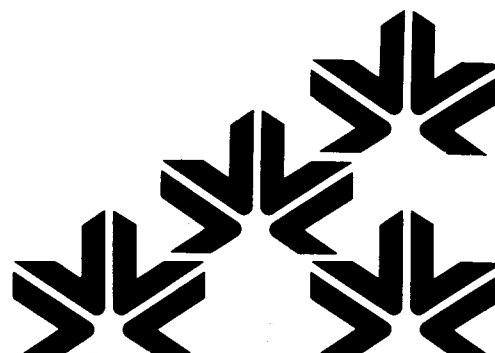
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New Trail is the University of Alberta magazine. Its purpose is not only to maintain contact with the alumni, staff, and friends of the University, but to foster their interest in and concern about the University and higher education generally.

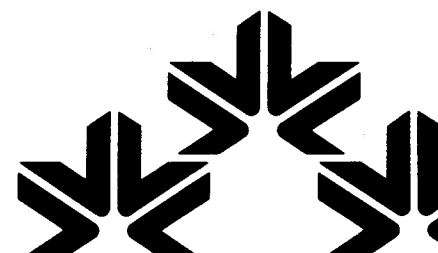
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XI



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2 *The Eleventh Commonwealth Games will be held in Edmonton from 3 to 12 August this summer. The whole community will feel the impact of the Games, from the provision of major sports facilities like the aquatics centre and the stadium to the massive influx of visitors and athletes from many countries.*

16 *No single group within the community will be affected more than the University. Officially, the University is providing the Lister residence complex as the Games Village, a large part of the Physical Education and Recreation Centre as a training venue for the athletes, the main gymnasium as the venue for the Wrestling events, and Varsity Rink for the Badminton competitions.*

25 *Beyond the University's official participation is the participation of University people, faculty, students, support staff, and alumni, both in and around the athletic competitions themselves and in events closely linked to the Games.*

27 *It is no exaggeration to say that the Games wouldn't be the same without the University, and it is just as true to say that the University will be made better because of the Games. The physical benefits the University will gain are rather minimal — one ensolite wrestling mat, various bits of training equipment, and a new surface on the track at Varsity Stadium. The real benefits will be to University people, who will gain a world of experience as organizers, officials, competitors, and hundreds of miscellaneous but essential volunteer workers.*

Even those who are not directly involved in the Games or the activities surrounding them will have the satisfaction of realizing that for two weeks in the summer, their University will be at the heart of a great international festival.

On the next pages, New Trail will look at the history of the Games, at conferences and cultural events surrounding the games, and at the extent of the participation of the University and its people.

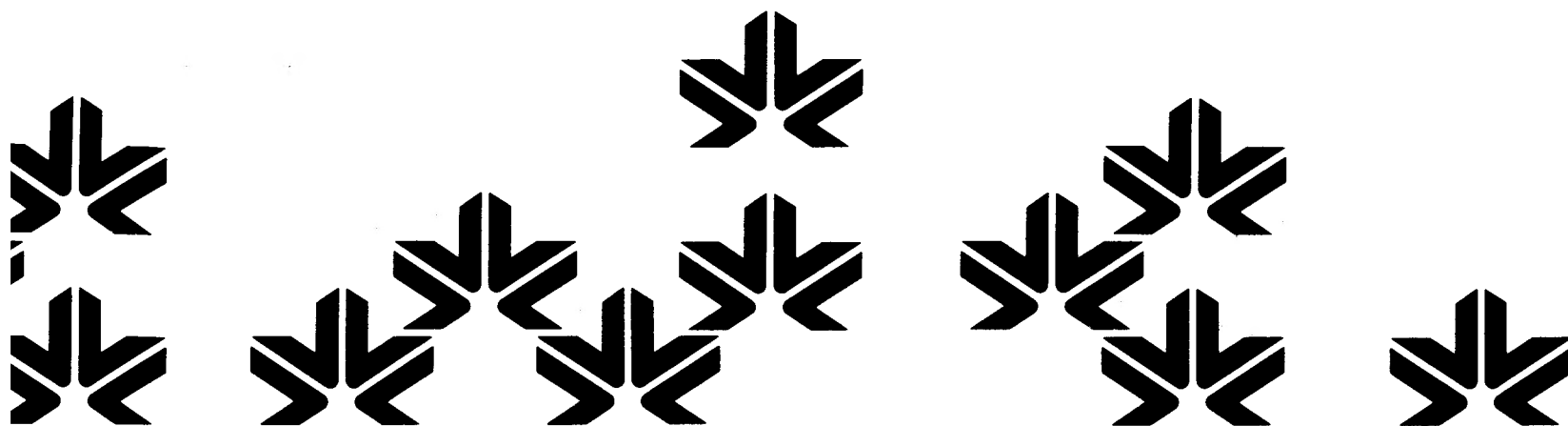
By Gerald Redmond

Sport festivals have been an integral part nearly four thousand years. The Tailteann began around 2000 B.C. and were by far surviving until the twelfth century A.D. The Ancient Greeks (such as those described in the twenty-third book of *The Iliad*) gave way to the Olympic Games, traditionally cited as beginning in 394 A.D. These were succeeded by the festival, now known as the Scottish Highland Games, which, since the late eighteenth century, have been celebrated in many countries.

In the modern world, after the promotion of "pseudo-Olympic" revivals by such enthusiasts as Robert Dover and W.P. Brookes, the Games were even by the city authorities of Montreal. It was Pierre de Coubertin who successfully founded the modern Olympic Games. These were first celebrated at Athens in 1896. The largest international multi-sport festival celebrated in Canada became the first Canadian city to host the XXI Olympiad were celebrated there in 1976.

Much of de Coubertin's inspiration came from the athleticism prevalent in the English public school system. The Baron saw as a significant contribution of the vast British Empire, then approaching its peak, utterly taken in by the tempting gospel of athleticism exemplified in the novel, *Tom Brown's School Days*. Most of his contemporaries.

Indeed, it is hardly surprising in retrospect that J. Astley Cooper, endeavoring to promote the "Olympiad", an intra-Empire contest designed among participating member countries as a prelude to the Baron's Olympics were under the widespread support from many quarters, passed before the Festival of Empire to celebrate the coronation of King George V was held in 1911, including as the Intra-Empire Championships. Team Canada, New Zealand, South Africa, Tasmania, and the United Kingdom took part in five track and field events, one boxing, and one wrestling event, for the Earl of Lonsdale to the winning country. Team Canada . . . by one point! It was an auspicious beginning for many other significant firsts for Canada in the Olympic Games.



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By Gerald Redmond

Sport festivals have been an integral part of our cultural history for nearly four thousand years. The Tailteann Games of Ancient Ireland began around 2000 B.C. and were by far the longest-lasting, surviving until the twelfth century A.D. The Funeral Games of the Ancient Greeks (such as those described by Homer in the twenty-third book of *The Iliad*) gave way to the more famous Olympic Games, traditionally cited as beginning in 776 B.C. and ending in 394 A.D. These were succeeded in turn by another Celtic festival, now known as the Scottish Highland Games which, since the late eighteenth century, have been celebrated in many countries.

In the modern world, after the promotion of several "pseudo-Olympic" revivals by such entrepreneurs as Englishmen Robert Dover and W.P. Brookes, the Greek Evangelios Lappas, and even by the city authorities of Montreal in 1844, it was Baron de Coubertin who successfully founded the modern Olympic Games. These were first celebrated at Athens in 1896, and continue as the largest international multi-sport festival of all time. Montreal became the first Canadian city to host this event when the Games of XXI Olympiad were celebrated there in 1976.

Much of de Coubertin's inspiration came from the cult of athleticism prevalent in the English public schools, a factor which the Baron saw as a significant contribution toward the development of the vast British Empire, then approaching its heyday. He was utterly taken in by the tempting gospel of "muscular Christianity" exemplified in the novel, *Tom Brown's Schooldays* (1857), as were most of his contemporaries.

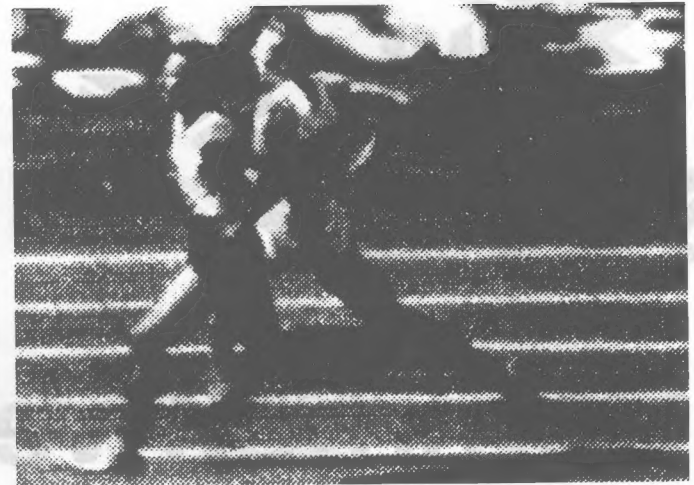
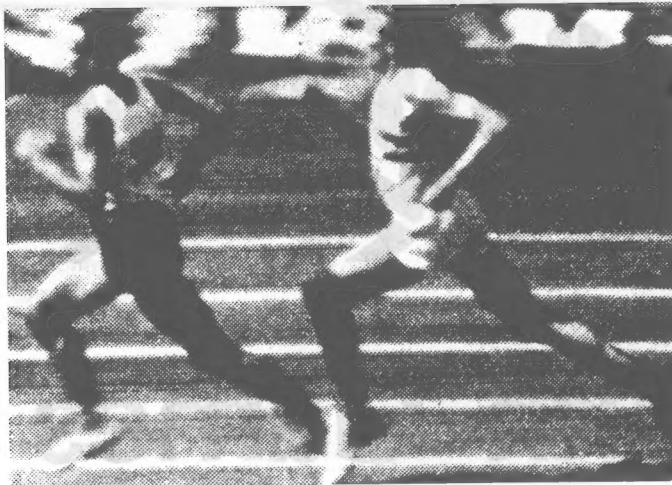
Indeed, it is hardly surprising in retrospect to find an Englishman, J. Astley Cooper, endeavoring to promote a sort of "Anglo-Saxon Olympiad", an intra-Empire contest designed to increase goodwill among participating member countries as early as 1891, five years before the Baron's Olympics were underway. However, despite widespread support from many quarters, another twenty years passed before the Festival of Empire to celebrate the coronation of King George V was held in 1911, including a sports meeting known as the Intra-Empire Championships. Teams representing Australia, Canada, New Zealand, South Africa, Tasmania, and the United Kingdom took part in five track and field and two swimming events, one boxing, and one wrestling event, for a trophy donated by the Earl of Lonsdale to the winning country. This turned out to be Canada . . . by one point! It was an auspicious omen, the origin of many other significant firsts for Canada in similar future Games.

The retiring Secretary of the Amateur Athletic Union of Canada, Norton H. Crow, in 1924, urged that Canada take the initiative "in an All-British Empire Games to be held between the Olympic Games." Four years later, J.H. Crocker, President of the AAU, suggested the idea of a British Empire Games in Canada to M.M. ("Bobby") Robinson of Hamilton, then Manager of the Canadian track team for the 1928 Olympics in Amsterdam. After several meetings and negotiations among representatives of the countries involved, the First British Empire Games took place in Hamilton, Ontario, from 16 to 23 August 1930. And it was probably fitting that a Canadian should be the first champion to be decided in the original Games. This was Gordon Smallcombe who won the final of the "Hop, Step and Jump" with a distance of 48 feet 5 inches, only two feet less than the world record at that time. These Hamilton Games are now rightly regarded as the real beginning of the present series of Games, the eleventh version of which will be celebrated here in Edmonton this August.

Readers will be interested to learn that it was a Nigerian student at the University of Alberta, Jacob Bodunrin Agbogun, who wrote the first history of the British Commonwealth Games in 1970 for his M.A. thesis in the Faculty of Physical Education. In his well-illustrated, 256-page text, readers can find information on the first eight Games, from 1930 to 1966. The Second British Empire Games were held in London, England in 1934 (they were originally awarded to South Africa but "the colour question" became an issue, and so the Games were switched to the U.K.); the Third were held in Sydney, Australia in 1938. Because of the Second World War the Fourth Games could not take place until 1950, in Auckland, New Zealand. Four years later the Games were again celebrated in Canada, this time in Vancouver, B.C., when the title was changed to the "Fifth British Empire and Commonwealth Games". The Sixth Games were held in Cardiff, Wales in 1958; and the Seventh took place in Perth, Australia in 1962.

The title was changed again for Kingston, Jamaica, where in 1966 the "Eighth British Commonwealth Games" were organized. The Games were celebrated again at Edinburgh, Scotland in 1970; and in Christchurch, New Zealand in 1974. Here the decision was made that the term "British" should be dropped, and the next celebration should simply be called "The Commonwealth Games". Edmonton is therefore the first city to host the Games under their latest and likely most enduring title.

After the completion of the XI Commonwealth Games in



August, Canada will be the first nation to have hosted the Games on three occasions (for although they were held in the U.K. in 1934, 1958, and 1970, the hosts England, Wales, and Scotland compete as separate countries). It is also interesting to note that because of Canada's history and geography, no other country can match its unique record of hosting the Pan-American Games (at Winnipeg, 1967), the Olympic Games (at Montreal, 1976), and the Commonwealth Games (Edmonton, 1978), and all in the comparatively short span of only eleven years! This record reflects Canada's increasing status in the world of modern sport, just as holding the XI Commonwealth Games in Edmonton is symbolic of civic growth and pride, allied with an emerging international awareness of the Province of Alberta. It often seems, in fact, that one of the "rites of passage" toward respectability for cities of today is the hosting of a major international sports festival; just as the possession of expensive arenas or stadia, or a major league professional sport franchise or two, is a required status symbol (with perhaps a Hall of Fame or Sport Museum as well).

Another notable Canadian contribution was made in conjunction with the 1954 British Empire and Commonwealth Games at Vancouver when the "First British Commonwealth and Empire Conference on Physical Education" was organized. After this pioneering enterprise similar Conferences were held just before these Games in Wales (1958), Australia (1962), Scotland (1970), and New Zealand (1974). This year Canada will become the first country to host this event twice when the sixth such Conference is organized by the Faculty of Physical Education and Recreation, under the Chairmanship of Dean H.J. McLachlin, from 31 July to 2 August.

In their forty-eight-year-old history, the Commonwealth Games have grown significantly to become one of the world's major and regular multi-sport festivals, second only to the Olympics in this respect. There were 400 competitors representing only 11 countries, with 50 officials, at the first Hamilton Games in 1930; while nearly 1,400 athletes from 42 countries, together with 361 officials, were present at the 1970 Games in Edinburgh. At the time of writing, 35

Above. Sequence of the Bannister-Landy race, 1954. Right. The 1934 Canadian British Empire Team, Track and Field.





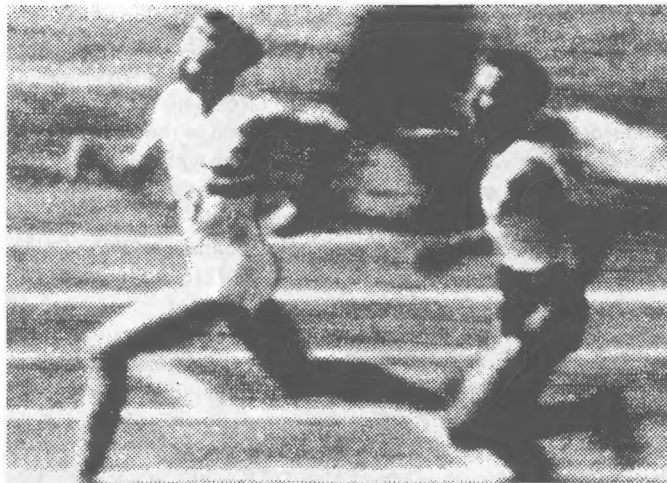
nations have already accepted invitations to participate in the 1978 Edmonton Games. During their history these Games among nations from all continents have featured many of the world's greatest athletes, and provided some of the most dramatic moments in the history of sport. One sport alone — track and field — includes many prominent examples.

In 1930, New Zealander Stanley Lay won the Javelin with a throw of 207 feet, a record which stood for twenty-four years. Australian John Metcalfe won the Triple Jump in 1934 with a record that also stood for another twenty-four years. At these White City Games, the immortal Jack Lovelock of New Zealand won the Mile, while a fifteen-year-old Canadian named Sam Richardson won the Gold Medal in the Long Jump. At Sydney in 1938, Australian sprinter Decima Norman won no less than five gold medals. She was succeeded by two other great female Australian sprinters in 1950, Marjorie Jackson and Shirley B. Strickland, who provided the most exciting moments at the Auckland Games.

Vancouver Games of 1954 featured "the Miracle Mile" or "the Race of the Century" between the current world-record holder, John Landy of Australia, and Roger Bannister of England, the first man to break four minutes for the mile only three months before. Landy led throughout until the pair entered the final straight on the last lap when, with about fifty yards to go, Bannister surged past him. At that instant Landy, in the inside lane, glanced over his left shoulder while Bannister overtook him on the right-hand side — a precise moment preserved for posterity by the statue of the two winners which stands outside the Empire Stadium today. Bannister won by five yards with a time of 3 minutes 58.8 seconds.

Another English winner, Jim Peters, evoked the sympathy of the same 35,000 stadium crowd when he staggered about exhausted in the final lap of the Marathon race. Well ahead of his nearest rival, Peters needed only to reach the finishing line to claim the Gold Medal, but running 26 miles in extreme heat had taken its toll and he literally fell about in agony, while spectators watched in anguish, until he was mercifully assisted and relieved of his self-inflicted ordeal. Unfortunately, this act of kindness inevitably disqualified him, yet the memory of his courage remains.

Other memorable performances on the track could be cited in the succeeding Games from 1958 to 1974 by such greats as Herb Elliott, Murray Halberg, Peter Snell, and Kip Keino, among others. And of course the other sports of these Games have also provided



their immortals, such as Australian Dawn Fraser and Canadian Elaine Tanner in Swimming. Fraser won four Gold Medals at the 1962 Games, a feat duplicated by fifteen-year-old Tanner four years later. One must obviously consult the more detailed accounts and comprehensive record-books for the full story of achievements.

Although it is not possible to forecast what special memories will linger after the XI Commonwealth Games are ended this summer, it is clear now that it will be the biggest event in Edmonton's history. Certainly the \$36 million worth of facilities will remain, obtained at about one-third of the total capital cost, for the benefit of present and future citizens. Perhaps the biggest benefit may be that for several days the provincial capital will be the centre of international attention, invaded by an estimated 50,000 visitors, and attended by "a potential radio and television audience of 500 million viewers." As stated in the *Edmonton Journal*: "the Games will put Edmonton on the world map." Even allowing for the ancient concept of *mens sana in corpore sano* with its honorable educational tradition, one naturally hesitates to suggest to fellow alumni that this sports festival could put the University of Alberta "on the map" as well. The various Golden Bears teams have obviously represented the athletic side of university life very well; while the intellectual side has been evident on an international basis in many fields. However, the University is undoubtedly making a significant contribution to the 1978 Games, especially in terms of facilities and personnel. The former Dean of the Faculty of Physical Education and Recreation, Maury L. Van Vliet, was appointed as President of the XI Commonwealth Games Foundation in February 1975, and as such bears the major individual responsibility for their successful organization. The Lister Hall complex is to be the Athletes' Village; the University Ice Hockey arena is the Badminton venue, and Wrestling will take place in the Main Gym; the Jubilee Auditorium will be used for the Weightlifting competitions, and the Stadium will be used for training purposes. The campus will be a much more crowded and livelier place than usual this summer for at least a couple of weeks. But if these cultural contacts lead to new friendships and a better understanding among people of many nations, it will all be worthwhile.

Gerald Redmond, PhD, is an Associate Professor in the Faculty of Physical Education and Recreation at the University of Alberta.



Maury Van Vliet has been involved with the organization of the XI Commonwealth Games for some eight years. Though seconded from his position as Dean of the University's Faculty of Physical Education and Recreation in June 1975 to take up his new posting as successor to Alex Fallow, the previous President of the Games Foundation, Dr. Van Vliet started his association with the Games in 1970 as a member of Mayor Ivor Dent's committee which was investigating Edmonton's chances of acquiring the Games. Also, as one of the original directors of the Games Foundation, Dr. Van Vliet was in the party that travelled to Munich in 1972 to put forward Edmonton's case.

Since 1975, Dr. Van Vliet has worked hard and long hours to assure the success of the Games. As President of the Games Foundation he has been not a mere figure-head but a major participant in all the many-sided negotiations that have been undertaken for the construction and preparation of all the facilities that are necessary for the Games. Also, Dr. Van Vliet has travelled the world over promoting participation in the Games. Indeed, it is due in no small measure to the indefatigable efforts of Dr. Van Vliet and his staff that so many countries have decided to send their athletes to Edmonton this year.

Dr. Van Vliet, as a member of staff on leave from this University, has followed the University's involvement in the Games with close

interest. He believes that the Lister Hall complex, which will be the Games Village, will be "almost the focal point" of the whole competition. The Village, he stated, is "ideal and is considered comparable to the best in the history of any games in the entire world." He also mentioned with appreciation the intimate involvement in the Games of the University's Faculty of Physical Education and Recreation. When the two facilities are viewed together — the Lister Hall complex and the Physical Education and Recreation Centre — it appears to Dr. Van Vliet that "the University will set the stage" for the competition. In Dr. Van Vliet's opinion as president of the Games Foundation, the University "has gone out of its way" to ensure the success of the Games.

The official opening ceremonies of the XI Commonwealth Games will take place on 3 August. This also is the very day of Dr. Van Vliet's sixty-fifth birthday and the day of his formal retirement from active service at this University. The success of the Games, then, will be a fitting tribute to a man who, from September 1945 until the present day, has contributed so much to this University and who, as Dean of the Faculty of Physical Education and Recreation since its inception in 1964 until his appointment as President of the Games Foundation, has worked tirelessly to promote an awareness of the benefits of physical fitness not only on this continent but throughout the world.



Dr. Maury Van Vliet, President of the Commonwealth Games Foundation.



During the XI Commonwealth Games to be held later this summer, athletes from many different parts of the world, along with their training and support staff, will visit and reside at the University. The "village" in which most of these visitors are to be housed will be the Lister Hall complex to the south of 87 Avenue. Here, in Mackenzie, Henday, and Kelsey Halls, some 1,800 sportsmen and women will receive what for most of them will be their first introduction to the North American way of life and, in particular, their first taste of Western Canadian hospitality.

The opportunity to train, to relax, to meet other athletes from other countries is undoubtedly one of the most important aspects of the Games and as a result there falls on the host country of any large international competition a responsibility to provide accommodation for the athletes that will meet these requirements. Such accommodation is especially important for the Commonwealth Games when people from many different cultural backgrounds, religious, and political persuasions come together and, in essence, demonstrate to the world the joint purpose and harmony that characterizes the aims of the association of autonomous states known as the Commonwealth of Nations. The Games Village, then, after the athletic competitions themselves, should be viewed as the single most important factor governing the potential success of the Games here in Edmonton.

The University of Alberta and the Commonwealth Games Foundation have recognized the necessity of providing the athletes who will visit Edmonton an environment that will enhance their ability to compete as well as ensure sufficient facilities for relaxation and recreation, and have endeavored to provide just such an environment. Chuck Moser of the Department of Athletic Services at this University has been seconded on a full-time basis to the Games Foundation to prepare the Lister Hall complex to receive its visitors. From the very start it has been recognized that this residential complex on campus is ideally suited to accommodating large numbers of athletes. The facilities which exist in the Lister complex are already designed to meet the needs of a cosmopolitan community of students and it is unlikely that these needs are greatly different from those of our Commonwealth visitors. The Village, Mr. Moser observes, will be "the outstanding Village for any international competition to date." The athletes visiting Edmonton will not be compelled, as they have been at other international competitions, to live cheek by jowl in cramped quarters but, instead, will be accommodated only two to a room.

Mr. Moser and his staff have been very active in advance of the influx of the 1,800 athletes expected. For example, a prime requirement in accommodating the athletes is the establishment of a food and restaurant service that will provide for the needs of people accustomed to widely different diets. Naturally, the catering service in the Lister complex is admirably suited to the task at hand. However, athletes, unlike students, require a food service that will be compatible with their competition and training schedules. Thus it was decided to establish a twenty-four hour food service during the period of the Games. This will allow athletes to compete at evening events prior to taking their evening meal. It will also permit athletes from distant countries, for example Australia, New Zealand, or Hong Kong, to recover more easily from "jet lag."

In addition to providing a twenty-four hour food service, the University and the Games Foundation is making very careful preparations for the athletes' diets. Under the supervision of the Chief Dietician, Miss Gibbard, very many different meals and associated condiments will be made available, permitting athletes



Chuck Moser, Mayor of the Commonwealth Games Village.

not only to enjoy foods similar to those consumed at home but also allowing them to try out new foods and tastes. At each standard meal time, four to six entrees will be offered in addition to a wide range of ancillary dishes.

Needless to say, many other services also will be made available to the athletes residing in the Village. A daily tabloid newspaper will be circulated by volunteers outlining the events of the day and giving useful pieces of information to the athletes about Edmonton and the recreational or cultural opportunities available in the city. A medical facility will be set up to care for those persons who succumb to a variety of minor ailments or afflictions. In Mackenzie Hall, the lounge and guest suites will be given over to an infirmary for this purpose. Also, it is here — a sad comment on the state of sport in several countries — that tests will be carried out to determine the gender of some of the competitors. Those athletes who suffer minor injuries while training or in competition will be able to receive expert treatment at the Athletic Injuries Clinic in the Physical Education and Recreation Centre (PERC) under the supervision of Ray Kelly of the University's Department of Athletic Services.

In addition to these facilities, within the Lister complex there will be a post office, a souvenir kiosk, a photographic and a sporting goods store. A seamstress will also be on hand to repair athletic dress and, for those visitors who wish to launder their own clothes, a battery of automatic washers and dryers will be provided. (In any one day during the height of the competitions, there may be a minimum of three thousand six hundred individual socks in need of cleaning.)

The athletes, of course, also require facilities for training. Most of these facilities will be provided on campus, either within the Lister Hall complex or on the grounds of the Physical Education and Recreation Centre. To the north of the Village across 87 Avenue the running track in the Varsity Stadium has been refurbished especially for this purpose with the installation of a "Pro-turf" surface by a local firm, Craftsman Floors (Alta.) Limited. The cost of providing the 400 metre track with a new surface has been shared by the Games Foundation and the University. In addition, the fields to the south of the Lister complex will be made available to the athletes and, to the west of the Physical Education and Recreation Centre, a multi-event

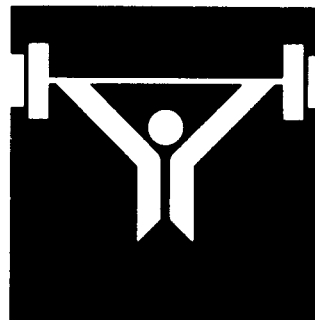
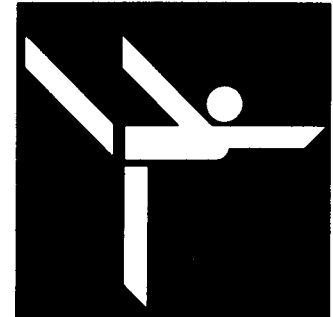
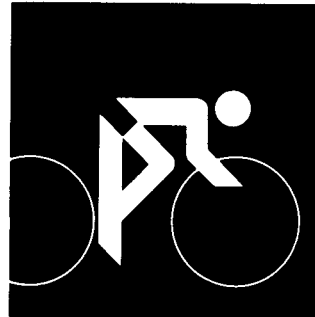
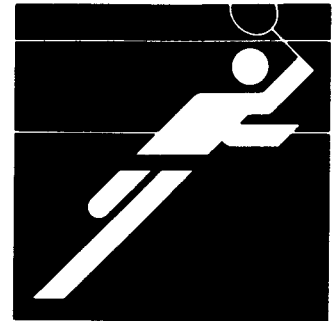
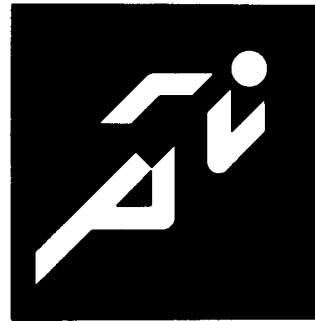
area for training in field events and several new tennis courts will be laid down. For practice in aquatic events, the West Pool will also be available to athletes.

For recreation, the visiting sportsmen and women will be able to participate in the discotheques and pub nights planned for "The Ship" in Lister Hall. Also the athletes and their support staff will be able to make use of several of the facilities in the Students' Union Building; the games area on the lower floor, the music listening and meditation rooms, and, of course, "Room at the Top." The athletes, perhaps there will be some prospective students among them, will also have access to the major libraries on campus.

Should these people, however, wish to spend their leisure time in more active pursuits, they will be able to make use of the equipment in the weight training rooms and the indoor racquet courts in the Physical Education and Recreation Centre. Indeed, the proximity of PERC to the Lister Hall complex in which the visitors are to be accommodated marks out the Games complex on campus not only as unusual in the history of international athletic competitions, but also as ideal. It may also be pointed out here that the University's involvement with the Games includes not only the accommodation being provided for the athletes and the involvement of much of the University's personnel, but also the use of University facilities for competition. The Badminton competition will be staged in the University's Memorial Ice Arena, the Wrestling events will take place in PERC's Main Gymnasium, and the Weightlifting contests will take place next door to the University in the Northern Alberta Jubilee Auditorium.

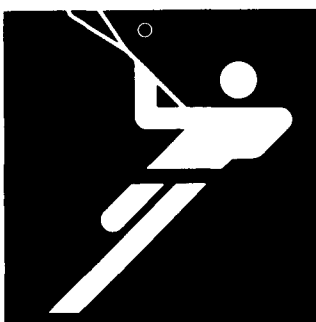
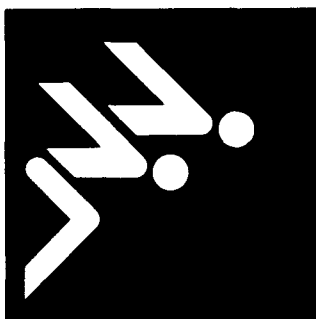
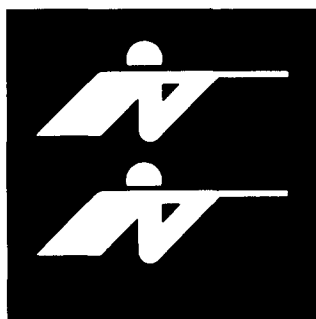
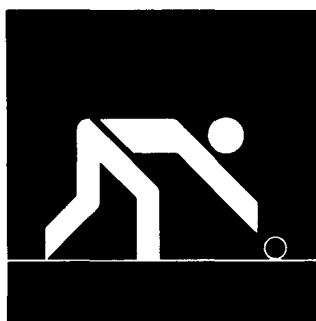
At all times during the Commonwealth Games security will be of the essence. In fact, problems of security have been paramount in the minds of the organizers of these Games, as they have been for all organizers of such competitions ever since the 1972 Olympic Games in Munich. To ensure the security of the athletes resident in the Games Village, therefore, a chain link fence will be placed around the Lister complex and grounds. This fence, which will be some eight feet high and topped with strands of barbed wire, will be patrolled on a twenty-four hour basis by members of the Edmonton City Police in collaboration with members of the RCMP. Access to the Village will be restricted and will be available only to persons holding the appropriate accreditation; athletes and people resident in the village, suppliers, staff, and other authorized persons. Having gained accreditation to the Games, a person's name will be placed on file at the University's Computing Services Centre and he or she will be issued with a name plate attached to a lanyard. This sign of accreditation will be worn by anyone seeking access to the restricted area and, if tampered with, has the facility of erasing the accredited person's name. Although the security arrangements, in particular the chain link fence, are absolutely essential, it is hoped that they will not cause too much inconvenience to residents of the local community. Certainly the disfigurement caused by the fence will be diminished to a degree by the colorful display of the national flags of all the participating countries that will be posted along 87 Avenue in front of the Games Village. Moreover, as each national team arrives, the competitors will be greeted by a rendition of their national song.

The University of Alberta, then, is devoting a major part of its physical resources and facilities to the XI Commonwealth Games and it is expected that our involvement in these Games will contribute greatly to their certain success.



University People and the Commonwealth Games. From the President of the Commonwealth Games Foundation to the people treating athletic injuries to the athletes themselves to the kindly individuals who distribute towels to them and maintain the equipment they use, University people may well be making the largest contribution of any single identifiable group to the realization of the Games this summer. The Physical Education and Recreation Faculty, obviously, is the most deeply involved (including the conference held here in conjunction with the Games, H.J. McLachlin, Dean of the Faculty, states that virtually one hundred percent of the staff in his Faculty is involved either directly in the sports competitions as coaches, organizers, or officials, or indirectly, in the pre-Games conferences or the educational program focussed on the Games.

People from other faculties and support departments are heavily involved as well, students no less than staff. In the case of students and alumni, those who have been involved in particular sports have special experience that will see considerable use in organizing, officiating, and equipment handling.



The events of the Commonwealth Games are individually signified by simple logos. From the top left to right are: Athletics; Badminton; Lawn Bowling; Boxing; Cycling; Gymnastics; Shooting; Swimming and Diving; Weightlifting; Wrestling; Lacrosse.

Staff, too, become involved because of their private interest in certain sports: the organizers of various competitions have tended to depend heavily on acquaintances or former students whom they know to be familiar with a sport and to some extent involved in it.

Then there are those individuals, very special, hard-working, and talented individuals, who will themselves be among the athletes competing in the Commonwealth Games.

For various reasons the University of Alberta seems to have a large proportion of such individuals, sometimes by chance, sometimes because of extraordinarily good facilities in the University or in the city, and sometimes because of the presence of coaches of an exceptionally high calibre, such as Ken Porter and Gabor Simonyi.

The individuals shown on these pages are only a cross-section of University people involved in the Commonwealth Games, a broadly representative and rather ad hoc sampling.

Few of the athletes know in advance whether they will be on the Canadian national team, but all who are mentioned have national standing and many have a high international standing, and it is

reasonable to expect that we shall be watching them compete this summer.

The other people will rarely be in the spotlight at the Edmonton Commonwealth Games this summer, but without them there could be no Games at all.

Athletics

"Thirty million people in the world call athletics their sport," according to Ken Porter, BCom'49, Assistant Sports Coordinator for the Commonwealth Games and Meet Director for Athletics. Athletics is the heart of any great sports festival; it comprises all the sports we may score commonly call "track and field", from sprints to the gruelling twenty-six mile marathon, from pole vaulting to the shot-put, from hurdles to the twenty-mile walk to the decathlon and pentathlon, requiring all-round athletic prowess. Athletics will surpass the other competitions in the Games both in numbers of athletes and numbers of officials and technical aids, with 160 major officials and 477 technical aids (timekeepers, recorders, and similar volunteer help).

Ken, a master's student at the University in sports administration, was the assistant competition director in track and field at the Montreal Olympics. He has been a Canadian national coach in athletics for ten years as well as a track coach at the University.

The fact that so many top sprinters and hurdlers are in Edmonton and at the University may well be due to the presence of Ken Porter, who, according to the athletes he works with, is one of the best sprint coaches in Canada. He uses methods pioneered by Gerhard Mach in Germany: breaking down the motions involved in sprinting and hurdling into their component parts and perfecting each part.

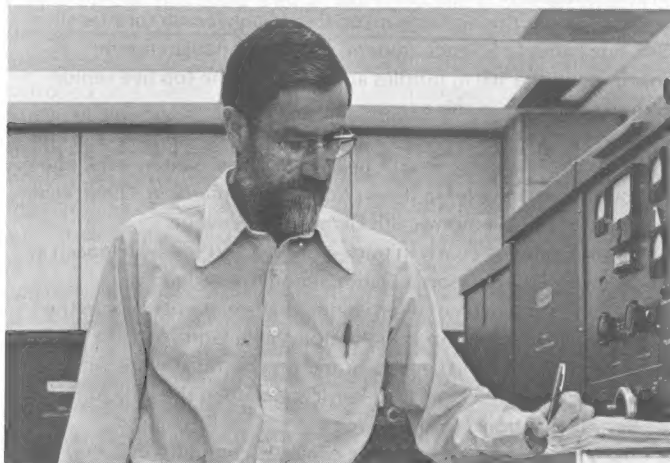
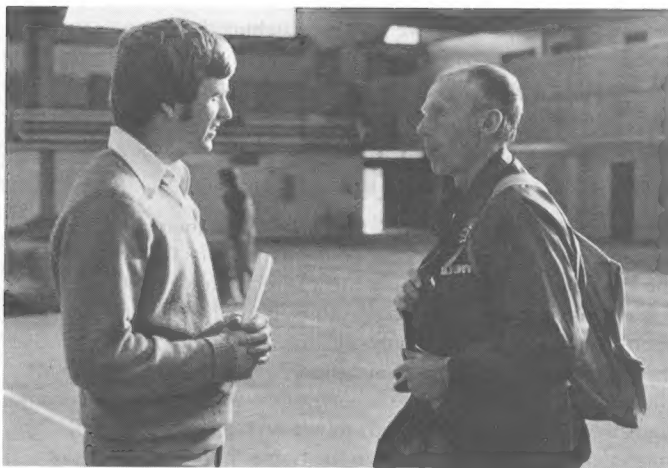
Dan Biocchi, a fourth year History and Political Science student, came here from Montreal to work with Ken Porter; Dan is ranked fifth in the world in the 100 m sprint. Margo Howe, a Home Economics student originally from Vancouver, is also a sprinter, and came fourth in the 100 m relay at the Montreal Olympics and is the highest ranked Canadian woman sprinter since 1948. Sue Farley, a Science student, was the Canadian Junior Champion in the 100 m hurdles and is among the top five senior women in Canada in this event.

Another competitor from the University in the Athletics portion of the Games will undoubtedly be Diane (Jones) Konihowski, one of the top women athletes in the world in the pentathlon. Diane came sixth in the last Commonwealth Games in this event.

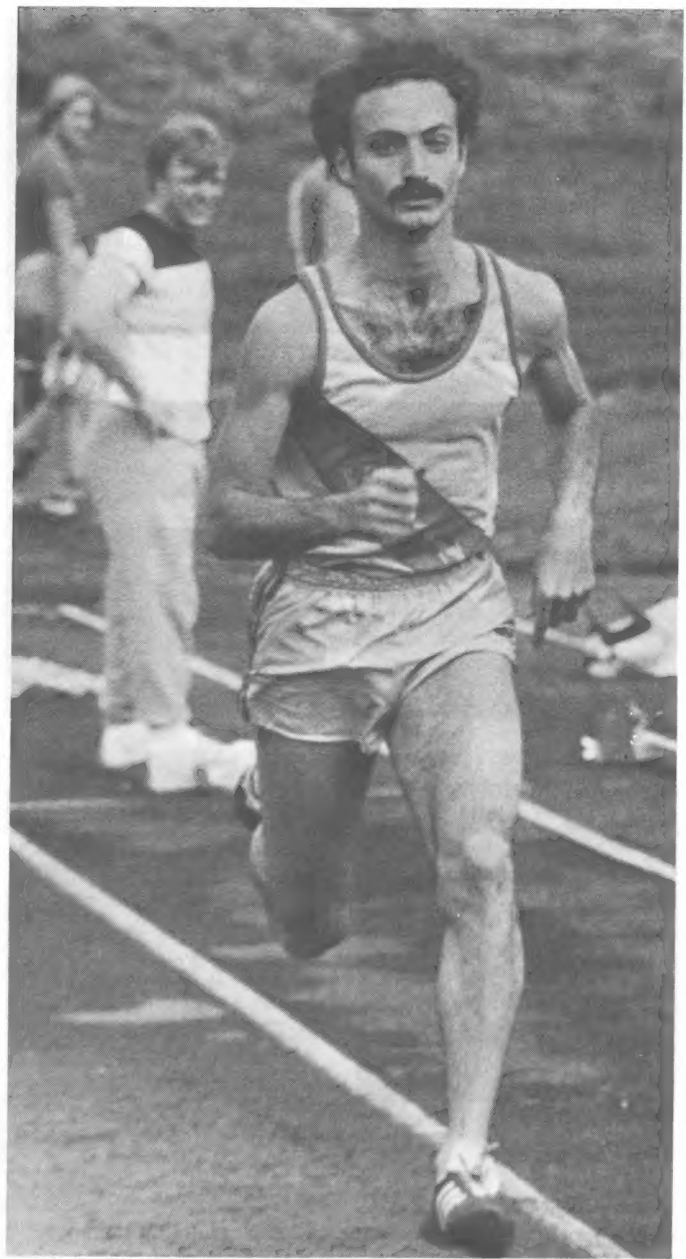
Another national coach in track and field and the head coach at the University in this sport is Gabor Simonyi, a veteran Hungarian-born coach of international stature, particularly in the long jump, the high jump, and the pole vault. Gerry Swan, a graduate student at the University and one of the athletes with whom Simonyi is working, is a likely candidate in the long jump for the Bermuda national team.

One of the oldest events in the Athletics competition is the marathon. The original "marathon" was not a competition but a courier service, in which a messenger, variously cited as Aristion and Pheidippides, ran from the village of Marathon twenty-four miles to Athens with news of the Athenian victory over the Persians. Unfortunately he died after he delivered the message.

Today the marathon is growing in popularity, it being rare for runners to collapse other than figuratively at the end of a race. Organizing a marathon, though, is almost as gruelling as the race itself, because so many officials and technical aids, refreshment stations and even traffic controllers have to be coordinated. Maurice



Aarbo, a biochemistry technician at the University, is a Coordinator for the marathon in this summer's Games. Most of the aides he has gathered for the event are runners, like himself (he holds the best time for an Albertan in the marathon, a record that has yet to be beaten), and have been practising their roles for the Games in several local races for the past two years.



Gymnastics

Gymnastic competitions have never been included in the Commonwealth Games before, so in many ways what is done at Edmonton will set a historic precedent.

What is done in gymnastics at the Games will largely result from the efforts of University staff, students, and alumni. The Chairman of the Gymnastics Committee for the Games is Francis Tally, Assistant Professor of Physical Education; the Director of the Women's Gymnastics Meet is Sandy O'Brien, also an Assistant Professor of Physical Education; and the Director of the Men's Competitions is Brian Smith, Assistant Gymnastics Coach and a past competitor himself on the Golden Bears Gymnastic Team. These three individuals have the responsibility for planning every aspect of the gymnastics competitions, in concert with a long list of supporting



organizers, most of whom are students or past students (or, as in the case of the person in charge of scoring, a parent of a student). Equipment is crucial to gymnastics competitions, and the person in charge of equipment for the Games is Mike Hanna, another student, who works with what is now a crack team of gymnastics equipment handlers, again, mostly students and mostly members of the Golden Bears Gymnastics Team.

The only likely competitor from the University of Alberta will be Wah-king Ng, a twenty-three-year-old gymnast who finished her BPE here last spring. Wah-king has been training for five years with her coach Sandy O'Brien. During the Christmas holidays, she returned to her home in Hong Kong and tried out for the national team; she was selected without difficulty, so this summer she will be competing for Hong Kong in the Commonwealth Games.

Clockwise. Maurice Aarbo; Margo Howe; Ken Porter and Gabor Simonyi; Dan Biocchi; Sue Farley and Ken Porter; Diane Jones-Konihowski; Wah-king Ng and Sandy O'Brien.



Aquatics

If Don Smith were still alive, it is certain that he would have been heavily involved in the aquatics competitions in the Commonwealth Games this year. Professor Smith, who was a member of the Physical Education Faculty from 1947 until his death two years ago, was, among other things, a respected swimming coach and an active proponent of water safety and instruction programs in the Red Cross.

Internationally, though, he may well have been best known as the father of Becky and Graham Smith. In the Montreal Olympics, Becky won two bronze medals for Canada; Graham won one silver medal and came fourth in two events. Becky won one gold and two silver medals at the 1974 Commonwealth Games at Christchurch, New Zealand, and is classed as third in the world in her specialty, the two hundred metre individual medley. At the World Student Games in 1977, in Sofia, Bulgaria, Graham won two gold and one

bronze medals. He is a student at the University of California at Berkeley; last year, Becky studied at Laurentian University, where her coach, Don Talbot, is located.

This year, undoubtedly, both Graham and Becky will be competing, swimming in the Don Smith Memorial Pool; their mother, Gwen Smith, will be doing her part as well, as one of the officials for the swimming events.

John Hogg, Swimming Coach at the University, will be the Coaching Liaison and Training Officer for the Games; this means that he will be responsible for setting up training facilities and working with the swimming teams upon their arrival in Edmonton to assure that they have adequate practice and training time and facilities. Among the strong competitors training under him at the University this year have been Janet Rooney and Julie Sanderson (both Physical Education students), Mike Cook (a Science student), Butch Skulsky (a Commerce student), and Derek Cathro. Derek, who has just finished his third year in Civil Engineering, is rated as second in Canada in the one hundred metre butterfly. All of these swimmers Mr. Hogg expects to do well at the qualifying trials for the Canadian team in Regina on 9 July.



Wrestling

Traditionally, in the Commonwealth Games, wrestling has been one of Canada's strongest sports. In the last Games, held at Christchurch, Canada took eight medals in ten competitions, including five gold medals.

In the Edmonton Commonwealth Games, the wrestling competitions will be held in the University's main gymnasium. Head Wrestling Coach at the University, John Barry, is Venue Coordinator for these events, which means that he acts as the liaison person for everything that has to do with the location of the competitions, from the handling of the mats to the placement of the CBC television cameras to the admission of spectators to the hiring of temporary staff (about forty-five) to assist with the competitions.

John will also be coaching, as a national junior team coach and as the coach of Pierre Pomerleau, BPE'77, a master's candidate at the University and a very likely member of the Canadian Wrestling Team. Like many Canadian athletes, few of whom will know whether or not they have been selected for the national team until very near the Games, he will be spending his spring and summer in training; he was especially invited to train in Rumania this spring with several other top Canadian wrestlers, those athletes most likely to be on the national team.



Shooting

John Primrose, BPE'65, BEd'66, began shooting ducks as a boy of thirteen with his father, Neil Primrose, LLB'26. He soon became involved in competitive shooting at the Edmonton Gun Club and progressed to that most complex and difficult of shooting events, international trap shooting, by the time he was eighteen. Since then he has been in eight world championship competitions and seven times a member of the Canadian national team, participating in three Olympic Games (at Mexico, Munich, and Montreal), once in the Commonwealth Games (at Christchurch in 1974, when he won the gold medal in international trap shooting), and once in the Pan American Games. In 1975 he became the first Canadian to win the Open World Championship in the sixty years of its history; two years later, he won the Japanese Open Championship and an individual gold medal at the Benito Juarez competitions in Mexico.

For the past several years, in addition to working towards his PhD degree in Physical Education, John has been working closely with the Commonwealth Games Foundation to organize the shooting competitions and act as technical adviser on the special facilities needed for the international trap shooting events.

Susan Natrass, BPE'72, MSc'74, now working on her PhD at Waterloo University, will also be one of the main trap shooting competitors at the Games this summer.

The Commonwealth Games attract sport enthusiasts from all over the world. With the Games' cosmopolitan appeal, it is entirely appropriate that a Conference with the theme of participation for all in sport, physical education, and recreation should be held in conjunction with the August events because this summer Edmonton will be the meeting place for professionals concerned with the whole range of sports from international competition to community participation in sports activities. This year's Conference carries on the tradition begun in 1954 at Vancouver's Fifth British Empire and Commonwealth Games. Since then, the Conference has always occurred immediately before the games, with the hosting agency having the prerogative to set the title and theme for the Conference. The Sixth Commonwealth Conference on Sport Physical Education, and Recreation, to be held on 31 July, 1, and 2 August, will deal with issues that are important to all of us.

The role of physical activity in providing a rich, well-balanced quality to the life-style of a people is a recognizable fact. The aim of the Conference organizers, The University of Alberta Faculty of Physical Education and Recreation and the Canadian Association of Health, Physical Education and Recreation, is to further understand the necessary components of building such activity into the fabric of society. They feel it is essential to examine sport, physical education, and recreation as it is and as it might be. The opportunity to undertake such an examination was present in an almost ideal fashion in the gathering of the Commonwealth countries for what are often referred to as the "friendly Games." Of course the spirit of competition will be present, but the spirit of exchange between countries of widely differing backgrounds and interests will also be present.

The organizers of the Conference have divided the theme into three main areas: participation through sport; participation through physical education; and participation through recreational programs. They have also identified five areas of interest which cut across each of the three areas. Administration, professional preparation, coaching, programs for women, and programs for the aged, physically disabled, and mentally retarded, will be considered in each of the three main areas.

The program of the Conference is an ample indication that sport, physical education, or recreation is no longer simply a matter of, for example, a number of children gathering together on a vacant lot for a game of pick-up baseball. Of course the impromptu baseball game will always take place wherever there are five or six, or even three or four potential participants, but what the Conference organizers are talking about is something on a far larger scale with far more important implications.

The area of administration is a good example of how far we have gone beyond the hit and miss organization of our childhood. Then it was a matter of who had the bat and who had the baseball, but now, necessarily, it is becoming a matter of the structure and services of federal, provincial, and municipal government programs. Questions of which programs should be instituted and how they are to be instituted are important. A competent system to ensure that programs reach the people they should reach is now a concern. For something which offers as many benefits as physical activity, we should not have to rely upon, for example, the friend down the block arriving with the bat or ball.

What is true for administration in the area of sport is also true for the professional preparation of those individuals who will be the educators in the field. The organizers of the Conference hope to see it examine the training of teachers, the creation of curriculum,

Far left. Becky and Graham Smith. Below. Derek Cathro; Left. Pierre Pomerleau (making the throw); Above, John Primrose.

entrance requirements, and the role of the professional as helper, catalyst, and communicator. Similarly, coaching is a concern. National and international certification of coaches, techniques in coaching, and the preparation of athletes for competition will be discussed. It is important to remember that a coach is not only the man who prepares an already dedicated athlete for competition. A coach can also be a father from the neighborhood who, with some basic assistance and instruction, can provide the proper introduction to sport which so many of us missed.

The portion of the Conference that will be devoted to women in sport is, of course, another example of how the Conference aims to address issues that have come to the forefront in recent years. In dealing with such areas as competitive sport for young girls, the status of women in physical education and recreation, women in the coaching role, and images of the female in sport, the Conference will be providing a forum for topics that are of increasingly great importance to society. Once again, the opportunity to address such issues among delegates who represent a variety of backgrounds and experience, and to discuss the issues with the Games providing a backdrop to the exchange, is an almost ideal situation for the Conference.

The final aspect of the Conference, the focus upon recent progress in research and program development for the aged, physically disabled, and mentally disturbed is, perhaps, most representative of the organizers' resolve to deal truly with participation for all in sport. Such topics as fitness for the aged, amputee ski programs, pre-school play programs for the mentally retarded, and professional preparation for those individuals working in the area of adaptive physical activity, all point clearly to the way in which the parameters of sport, physical education, and recreation have become far more inclusive of society as a whole.

Building physical activity into the life-style of a society is not a matter for single individuals and independent initiatives. Instead, it is a matter of cooperative and coordinated effort, and this summer when the approximately eight hundred delegates meet at the Sixth Commonwealth Conference on Sport, Physical Education, and Recreation, cooperative effort will be the keynote. With its potential for world-wide exchange and mutual learning, the Conference should go a long way toward achieving its aim of understanding the role of physical activity in today's world and, in some measure, pointing the way for the future. The Commonwealth Games are attended by athletes who have reached a point far beyond the capabilities of most of us, and while we may applaud their achievements, it is sometimes difficult to identify with them. The Sixth Commonwealth Conference on Sport, Physical Education, and Recreation with its theme of participation for all in sport, should be a necessary and important complement to the Games and the athletes who will compete at them this summer.

International Congress of Sport Sciences

The picture that the organizers of the International Congress of Sport Sciences have chosen to include on their literature, posters, and pamphlets is Leonardo da Vinci's "Mechanical Man." The choice of the "Mechanical Man" as a visual identifier of the conference is a good one. The study of biomechanics will figure large at the conference, and so the combination of biology and mechanics embodied by the sketch is truly representative.

Scientists at the conference will be concerned with sport at a highly sophisticated level. For example, when a man throws a javelin, most of us note his form and the distance he achieves. Among the

scientists who attend the conference, however, will be those who are concerned with, for example, which groups of muscles are interacting and for how long, whether the javelin has been engineered to the most effective specifications, or whether the coefficient of stress between the ground and the athlete's shoes is such that the shoe will slip before the ankle breaks or vice versa.

The combination of science and sport at such a highly sophisticated level is a relatively new phenomenon. For example, some of the cinematographic equipment used to trace an athlete's eye movements has only recently been developed. Conferences of a similar nature have taken place in conjunction with other major sports events, the Olympic Games to name one, but the conference to be held in Edmonton from 25 to 29 July is certainly one of the largest ever to take place. The conference organizers expect approximately 1,500 participants from over thirty-five countries.

There will be six independent symposia within the Congress: the Third International Symposium of Biomechanics in Swimming; the International Symposium of Science in Athletics; the International Symposium of Science in Gymnastics; the International Symposium of Science in Skiing, Skating, and Hockey; the International Symposium of Science in Raquet Sports; and the International Symposium of Science in Weight Lifting. Within each Symposium there will be papers and lectures focusing on biomechanics, the physiology of exercise, sports medicine, and human factors. As the titles of the symposia and the areas of focus indicate, the concerns of the conference will be varied and complex, but the basic aim can be simply stated. The scientists will bring the best of scientific methodologies and research techniques to bear in a unique laboratory situation: the athlete in competition.

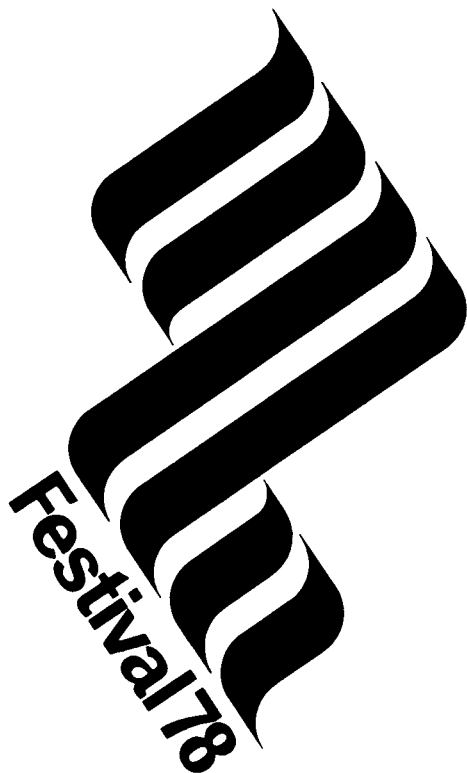
The papers and lectures will cover a range of topics. For example, the engineering of a tennis raquet might be considered, but the physiological changes that take place within the body at the cellular level during periods of great exertion might also be considered. Topics will be as specialized as the aerodynamics of a jumping style or the hydrodynamics of a swimming style, but they will also deal with the general problems of government in sport or the issue of drugs in sport.

According to Jorris Terrauds, Chairman of the Congress and Professor in the Faculty of Physical Education and Recreation, one of the major concerns of the conference organizers is that information be presented in a way that allows it to be used in a practical manner. Too often the pure research done by a scientist is never used by a coach or athlete simply because the implications of the research are not apparent. With this problem in mind, the organizers of the conference have delineated a theme. They hope to "bridge the gap" between the practitioner and the researcher. The presentations made at the conference will be grouped into pure research, applied research, interpreted research, and "what research tells the coach."

By bridging the gap between pure research and its applications for the practitioner of sports, the organizers hope to avoid the situation that has often developed in the past when, for example, advances in engineering are only understood and used in the construction of equipment long afterwards. By stressing the ways in which pure research can be interpreted and applied, the organizers hope to maximize the usefulness of their endeavors.

Like the Commonwealth Conference on Sport, Physical Education, and Recreation, The International Congress of Sport Sciences should benefit greatly by being held in the context of the Commonwealth Games. The conjunction of the best in athletics with the best in the science of sport should further both science and sport. Furthermore,

the potential for the exchange between specialists in such widely differing fields of science, gathered together with a common purpose, should ultimately be of benefit in areas far beyond the parameters of sport.



The Commonwealth Games in Edmonton has an added dimension, a dimension, it is hoped, that will go beyond the Games' eleventh year to become a tradition: a cultural festival. Festival '78 will have its own logo, a stylized "F" comprised of six bars representing the six geographical regions of the Commonwealth and using the official red and blue colors of the Commonwealth Games. The logo will appear on all Festival '78 program literature and advertising material.

While the Games do bring together athletes from all parts of the world in a spirit of camaraderie, there is always the element of struggle and of competition. With the addition of Festival '78 this theme will change because, as a major component of the Games, it is bringing artists and artisans together from around the globe to work together in offering to the Commonwealth aesthetic rather than athletic expertise. Festival '78 is the first Commonwealth cultural program. It hopes to embrace contemporary art, the art of the Commonwealth nations in general and, in the spirit of the Games, the art of sport. The University of Alberta itself is intimately involved in making all three objectives successful.

Commonwealth Print Portfolio

Under the direction of the Chairman of the Department of Art and Design, Doug Haynes, and his associate, Lyndal Osborne, a Commonwealth Print Portfolio has been commissioned. Included in

the Portfolio will be ten art prints, each created by a renowned Commonwealth artist and produced in the print-making studios of the University. The procedure for selecting the artists was a difficult one. Professor Haynes first went to the Commonwealth Institute in London and researched its files on all the countries. He then wrote thirty to forty letters to those artists whom the Institute considered to be first-rate. The artists, in turn, responded by sending slides of their work and the selection was based on quality and whether or not the work would be adaptable to the print medium. Certain countries proved difficult to communicate with; Africa, for example, has very fine artists but they live in remote areas of the country and were difficult, if not impossible, to contact. However, the project is well underway. Canadian printmakers William Pehrehudoff and Walter Jule, England's Allan Jones, Australian artist Bea Maddock, and Kuo-Sung Liu have completed their prints. Five other printmakers, including Jacob Afolabi of Nigeria, Barrington Watson from Jamaica, an Eskimo artist, and two other Commonwealth printmakers will arrive in Edmonton before the opening of the Games to complete the Portfolio.

Once complete, the art prints will be reproduced in a limited edition for special distribution. One complete Portfolio will be presented to the National Gallery of each Commonwealth country participating in the Games. The University Art Gallery, the Edmonton Art Gallery, and the City of Edmonton will also be presented with portfolios, the last to be permanently displayed in the Commonwealth Stadium. Any remaining Portfolios will be given to the artists themselves.

An art catalogue will be produced featuring all art prints and will contain photographs and biographies of the artists. Additionally, a film about the artists is in production; the intention here is to show the public the artist at work and to let people hear oral expressions given to visual works. An exhibition will take place at the Edmonton Art Gallery using the prints and documentary and will be augmented by photographs of the artists at work.

Eskimo Games and Play

The Art Gallery of the University has received a grant of \$30,000 from the Clifford E. Lee Foundation to purchase a valuable collection of art prints titled "Eskimo Games and Play." The collection of over sixty works assembled over the past few years by the Inukshuk Galleries in Waterloo, Ontario, will be on public exhibition during the XI Commonwealth Games.

The collection is especially noteworthy because it features scarce prints from all of the Inuit print-making communities across the Canadian Arctic: Cape Dorset, Baker Lake, Pangnirtung, Holman Island, and Arctic Quebec. The prints depict approximately twenty different Eskimo games such as Punguatut (wrestling), Qumaqataijut (blanket toss), and Ilukitatuk (juggling). Origins of many of the games are lost in Eskimo antiquity but some of them are believed to be older than lacrosse while others may have been influenced by whalers of the nineteenth century.

Acquisition of the collection was initiated by the XI Commonwealth Games Foundation, which was most anxious to include the prints in its art exhibitions for Festival '78. The Foundation President, Maury Van Vliet, has stated, "This fine collection of Eskimo prints on a sport and art theme will serve as a permanent reminder of the interrelationship between sport and art. 'Eskimo Games and Play' will find an important home at the University of Alberta whose role in the support of the Games is integral to our success."

Dance and The Child

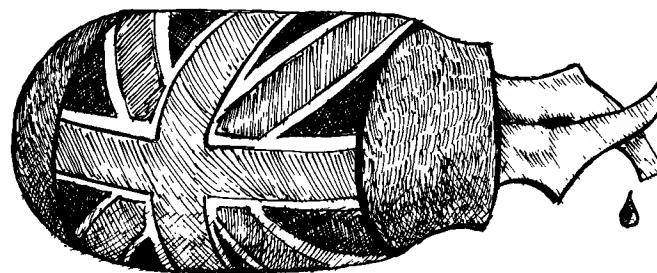
From 25 to 27 July, an International Dance and the Child Conference will be held in Edmonton organized by the Department of Movement Education of the University of Alberta's Physical Education and Recreation Faculty and sponsored by the Canadian Association of Health and Physical Education and Recreation (CAPHER), Alberta Culture, and the University of Alberta. The rationale behind the Conference is this: the role of the dance in a child's life is one of its many potentials that goes unrecognized, and in dealing with this problem it is essential to promote awareness at local, provincial, national, and international levels the "state of the field"; to identify any immediate and long-range action that should take place in order that improvement may be brought about; and to activate the essential agents of change. To these ends, the Conference has been divided into three vital areas.

The child as spectator. Education in visual and aesthetic awareness in dance is essential to his or her growing understanding of the art form. The promotion, then, of a "dance literature" is necessary. Thus, this segment of the Conference will seek commissioned choreographic work for a child audience and create a literature of film for the dance education of the child. Finally, it will seek historic documentation of the dance in forms appropriate for children. An international exchange of research, ideas, performances, and films will be used with the intent of establishing *An International Literature of Dance for the Child*.

The child as performer. The terms "performance" and "performer" will encompass, for this Conference, the total range of ethnic, folk, or classical forms when the child performs the traditional dances of a given society or culture. The main purpose in this segment is to examine the nature and role of the child as performer who receives and passes on dance heritages through the socio-cultural forms of dance; to examine techniques, methods, and schools through which this is practised; and to establish a simple and suitable notation of these inherited dance forms. The desired outcome will be a presentation of research papers and historical documentation to establish *The Importance of Preserving and Maintaining a Dance Heritage for the Child*.

The child as creator. "Creator," in terms of the dance, means the communication of dance that speaks of the child's personal thoughts and ideas, his or her imagination and feelings, then the ordering, shaping, and refining of this raw material into a specific dance form. The objective of this part of the Conference is to ensure that "creative dance" as an art form is fully comprehended and placed within the education curriculum of every child through an examination of the outcome of children's creativity; a re-evaluation of the philosophies, goals, and objectives of a creative dance education; and an examination of the interrelated fields of language, drama, theatre, and dance therapy. It is hoped that recommendations will be made to ministers of education to form an international forum of dance educators to help in upgrading the quality of dance education for the child.

The Conference will be held with the belief that the cultural, spiritual, and educational birthright is the responsibility of all. In dance, this responsibility rests with educators, recreators, performers, and administrators who work in the field. The Conference itself respects this responsibility and hopes to be joined by other organizations to fulfill these commitments to children.



By James G. Marino

What has been called the "public outcry" about literacy in Canada today may well overwhelm calmer individual voices calling for measured judgement. Alarmed at the danger of slogans replacing fact and the subsequent danger of the quelling of dissent replacing the dialogue which may lead to resolution, the prudent involved observer is tempted to raise an almighty shout for "Quiet!" He thereby falls into paradox and, in the silence that follows the outburst, embarrassedly realizes that he has made the loudest and rudest noise of all. But, in that quiet that follows, perhaps it will be possible to uncover the enormous complexity of the social and individual problems now hidden behind those words *literacy* and *illiteracy*.

It is not clear what those terms mean today. To be literate has always meant to be learned, in particular to be educated in letters — to be well-read. To be illiterate has been used at times to mean the opposite — to be uneducated in certain school subjects, chiefly letters; it also has come to mean unable to read and write in one's (lettered) native language. (The Anglophone learning "conversational" French at Berlitz is learning to be illiterate in a second language; a member of a traditional or non-literate language society cannot be illiterate in that language, although he may say some quite stupid things.) Illiteracy of the basic sort among native speakers in our society is usually found only in the very young. What is clear is that *illiteracy* cannot be used without a qualifier.

There is an inherent complication in the use of single abstract words as labels for social problems. Words are slippery — they tend to shift their referential base, sometimes wantonly. Awareness of social problems can be weakened by misapplication of the terms used to identify those problems. The past two decades have been a period of reckless self-indulgence in the abuse of such words — everyone finally became identified with an "oppressed (and exploited) minority": the unborn, the left-handed, the obese, the professionally athletic, the flagellant, even the long-dead. Here, too, one hears one's voice enfeebled by the uproar as one points out, for example, that even if the poor, the ignorant, and the hungry are a plurality or a majority, they are still abused and neglected.

In this country, there are true problems involving basal illiteracy. These range from the question of whether immigrants from non-English-speaking countries, literate or not in their native tongues, should be excluded from immigrant status by illiteracy in English, to the perennial debate regarding the use of synthetic phonics in initial teaching of reading and writing to native-speakers.

The Late, Great English Language

Reports of its death may be greatly exaggerated

At the next level, which UNESCO has called *functional illiteracy*, are found those who lack sufficient control of the written form of the dominant language in their society to apply for a driver's license or read an employment advertisement. It is obvious that this is a problem for a large number of Canadians, even those who are native-speakers of school-leaving age. If tax money is to be spent to support a system of mandatory education, the elimination of functional illiteracy is a reasonable minimum goal for that school system. The existence of functional illiteracy among native-speakers of school-leaving age in a society that presupposes a literate citizenry is intolerable.

These and other problems of basal and functional illiteracy are obscured by attention to what *Harper's* called the Higher Illiteracy: the miserable performance in English of "learned" writers. While the university is deeply involved in both of the other types of illiteracy, it is incompetence in reading and writing among our own students which most attracts attention. Of course, this inadequate performance by matriculating students is part of a wider failure in performance apparently perceived and loudly protested by the businessman and the politician as well as the university professor. Here is further complexity and the hazard of grosser oversimplification. For a start, one must beware weekend-supplement eschatology — Will Cuppy's *The Decline and Fall of Practically Everything* with the irony excised. In gloomy articles we are weekly shown the parallels between Canada today and Rome in the fourth century. As part of the general decline, The Language Itself, disembodied from the user, is moribund. A Final Age of Mass Illiteracy is imminent. Some Golden Age in the life of The Language Itself has ended. The prodigy of the coming plague includes such signs as the widespread contagious use of *hopefully* as a sentence modifier (one writer saw this as a replacement for "I hope to God," and therefore a sign of growing atheism); the aggression of *disinterested* into the semantic territory of *uninterested*; the junk-food diet of paperback, movie- or TV-based best-sellers (one is reminded of Dorothy Parker's definition of a best-seller reader as one who mistakes for the first-rate, the fecund rate); and, of course, the quiet withering away of the subjunctive mode, of the objective form of the relative pronoun, etc. Pestilence, War, Famine, and Death — in short, language change, which can, viewed close up and in any given instant, be mistaken for decay if one posits a golden age. But loss of a golden age has always been a motive for curators of language. Fearful lest the ancient Vedic hymns written in an Akkadian Sanskrit over a

thousand years older than their own Pakrit dialect be changed by usage, devout hindu scholars of the fifth century BC abstracted the rules of the old language and produced Classic Sanskrit, a language not still-born but brought back to life dead. This Baron Frankenstein approach to language comes highly recommended by the weekend Jeremiahs. It is a commonplace in the history of grammar that each generation laments the present form of language and yearns for a return to the more perfect forms of the past. The golden age is a time always past, marked by that purity and simplicity which are the refinements given to memory by forgetfulness. Lord McCauley gives us the best reason to study history:

Those who compare the age in which their lot has fallen with a golden age which exists only in imagination, may talk of degeneracy and decay; but no man who is correctly informed as to the past, will be disposed to take a morose or desponding view of the present.

The other end of change is renewal. In answer to the resurrectionists one offers Professor George Whalley's comment, "But language is always decaying; and also language is always renewing itself."

Turning away from the popular press, one does uncover a complex of serious argument on several fronts of the ceaseless struggle to teach reading and writing. There is, for example, the debate on whether there has been a decline in writing and reading competencies (as differentiated from a decline in The Language). Responsible proponents of the affirmative side present strong support for their views. The most impressive statistic is the recent disclosure of a fourteen-year decline in average scores on the verbal portion of the prestigious Scholastic Aptitude Test (SAT). The aim of SAT, which is a multiple-choice, two-and-a-half hour test of verbal and math items, is to predict first-year success in college. The results are used widely in the United States for admission and placement, in combination with high school grades (a superior predictor, according to the College Entrance Examinations Board) and subject-specific tests, such as the Test of Standard Written English provided by the Educational Testing Service. The SAT was taken by 1.4 million students in 1976-77 and by 3 million last year. Between 1963 and 1977, the SAT-Verbal score dropped 49 points (on a 600-point scale). Since 1977 there has been a slow recovery for segments of the test population. There is no doubt that these scores represent a decline in what the SAT-Verbal tests. The SAT-Verbal consists of material drawn from social, political, scientific, philosophical, art historical, and literary writings and tests for verbal analogies and opposites, sentence completion, and reading comprehension. It is devised so that the

material will produce the same standard every year. Before 1963, the scores had shown a steady increase since the first tests were established in 1941-42. The question really of interest is: Wherein lies the source of the decline? What, in other words, has been changing since 1963?

A panel was commissioned by the College Board to examine the decline. Their report, issued in August, 1977, attempted to point out the many factors, including major changes in composition of the tested population, that interact to produce the drop. Among these factors is a neglect in the schools of formal sequenced instruction in reading and writing, and the increasing use of single-word or short-answer, fill-in-the-blank exercises. The report raises many other issues, but the one that points to the schools and to curriculum changes has caught the most attention. The panel says that the number of courses required of all students has declined in favor of elective courses, "particularly in the English and verbal skills areas." The National Council of Teachers of English has pointed out that "scores on the English Composition Test have actually been rising during the period of decline in other measures [including SAT-Verbal], raising a real question (as the panel does note) of the relevance of the SAT-Verbal as a measure of writing skills." The panel also specifically rejects any connection between innovative teaching methods and the score decline. Nonetheless, the findings on the one part of the report which seem to indict electives fueled the drive in the public media to send us Back to Basics, whatever that slogan might mean.

While no similarly widely normalized test is available for correlative study in Canada (and the negative side in the debate on decline will point to SAT-Verbal as U.S. data, which are not readily transferred to Canada), those who believe that Alberta is not exempt may point to a smaller-scale study done in a Red Deer area school district. Oddly, the study was not undertaken to discover a contrast in any particular subject area, but to find out whether students in one of four junior high schools which was using innovative methods had gained or lost relative to students in the other three. The district readministered the 1972 Grade 9 Departmentals (the last year before the exams were eliminated) in Math, Social Sciences, and English to the class of 1976. The results uncovered a decline of some ten percent in English from a mean score of 57 to a score of 52. An even greater decline in the Social Sciences was in part accounted for by the "current events" content which tended to favor the original group. Math scores were the same in both groups.

Evidence that schools in Edmonton may be sensitive to the charge of too little time spent on language instruction, is also available. R. Glenn Martin of the University's Department of Secondary Education reports that in his school visits of the last three years he has noted an increase in the amount of time spent in supervised classrooms on topics pertaining to language and writing.

One hears from the negative side the charge that no irrefutable evidence has been presented that shows that students write or read with less ability now than ten years or so ago. Even the College Board panel points out that "There are no reliable comprehensive measures yet of the comparative competence of today's youth with yesterday's." Furthermore, the SAT, as the English Council points out, is not a measure of educational effectiveness, but is designed to predict success in the first year of college. Even in this area data recently made available by Institutional Research and Planning at the University tend to show that high school grades are a better predictor than the Departmentals were, just as they are better than SAT-Verbal scores. That the decline in test scores indicates a decline in actual

competence is a position which the College Board panel refuses to take and which it specifically rejects a number of times. The same Institutional Research data show that for the past four years the percentage of 8's and 9's in junior courses has not risen significantly, nor has the percentage of 3's, 2's, and 1's decreased. Both percentages showed considerable increases from 1963 to 1972, when Departmentals were discontinued. Such a result, although seeming to support the value of Departmentals as aids to continuing improvement in first-year student performance, is difficult to reconcile with notions of a long-term deterioration of student abilities.

Ernest Hodgson of the Department of Educational Administration at the University, boldly opposes those who believe that a decline in student writing has been proven. He has repeatedly called for testing which would establish some bench marks so that actual student performances could be compared. He has questioned the notion that an outpouring of criticism of the schools in itself establishes the fact of an error in the schools which needs correction. Professor Hodgson has gathered criticism of the schools in regard to student writing from sources as much as one hundred and thirty years old. An example is this from an Alberta Department of Education report dated 1922:

... We shall have to look to our standards if the cumulative effects of slipshod work, particularly in English, are not to leave their . . . blight on our schools. Oral and written expressions are too often ragged and lame. . . .

Others, among them Chris Bullock of the Department of English, have pointed to a political bias in the Back to Basics movement. In many cases it is an attack on progressive education.

Professor Bullock says that Alberta is the "acknowledged home of Canadian progressivism" and that, while the success of progressivism "does indeed need to be established," the Back to Basics movement is not the forum for the challenge. The international professional association of language teachers, the Modern Language Association, has launched a new publication, *Profession 77*, which presents selected articles from the *Bulletins* of the Association of Departments of English and the Association of Departments of Foreign Languages. In its first number it reprinted an article by Paula Johnson of the Yale University English Department, titled "The Politics of 'Back to Basics'." Professor Johnson quotes from the *Autobiography* of William Lyon Phelps "whose opinions" at the turn of the century, she says, "had soon transformed the Yale English curriculum entirely." Those opinions seem surprisingly current:

I know of no work anywhere that so well illustrated the law of diminishing returns as this forced English composition. I believed then and I believe now, that *elective courses* in advanced composition for men who wished to cultivate the art of writing . . . were exceedingly valuable

In the U.S., Britain, and Canada, the Back to Basics movement has been associated with and predicted upon the assumed decline in student competence.

To some, however, the debate about the existence of a decline in student writing competence begs the question. Even Professor Hodgson has admitted that he does not believe "that students are writing as well as their abilities warrant." There is another and perhaps more serious debate which intersects the debate on the decline. This debate wages over who is to be held accountable for the quality of student writing. The university professor generally has tended to put the responsibility on the schools. At the University of Alberta today, and until very recently elsewhere, the attitude has been that any attempt to provide training in basic composition at the

college level would “take the pressure off the schools.” Typifying the position against instituting such programs is the report of an Arts Faculty ad hoc committee on proficiency in English which opposes the “easy nostrum” of “remedial writing.” The reasons given by the Arts committee represent very compactly those usually given by the opponents:

... attempting as it must the task of the schools, such a scheme would require the misallocation of University funds; at worst, it could lead to the deterioration of English study throughout the school-course, or at best, provide no incentive for schools to improve their own results; with the limited time allocated to it, it could not adequately repair the damage of years; above all, it might well deny many, who can write acceptably, the chance for contact, however brief, with some of the great literary productions of the human mind.

After calling remediation “facile” and “illusory” and an abrogation of the “duty to perform university work,” the committee conceded the need for such courses and the University’s responsibility in part to provide remediation. “After all,” it says, “the state of affairs is partly our own making, and so long as we continue unprotestingly to accept the student whom we do not consider sufficiently qualified for the work we expect him to do, we must face the consequence squarely; either we help him over the stile or we scout his lameness and fail him.” Also reluctantly conceding the need for “remedial” courses, a policy statement by the Association of Canadian University Teachers of English (ACUTE) recommends their interim establishment until “the effectiveness with which language is used (written or spoken)” is acknowledged by teachers in all subjects and all levels, until “more time is allocated to the teaching language and literature [presumably English]” at all levels, and until English is “a required subject in every year.” No such program as those recommended in these reports has been adopted at Alberta. Some concession to the need for an increase in writing instruction at the University has been attempted, however. Recently the English Department altered the description of its English 210, the course designed primarily for the non-Arts student, so that one hour per week would be devoted to writing instruction. It has recently withdrawn a more basic course which could be called remedial and has no plans for offering it again in the future.

“Remedies” are available to the student in some minor ways at the University. There are no mainstream programs, but in the byways they can be found, for those who seek them out, professionals offering help. But the student must seek them out; because of limited funding, or unofficial status, the programs are small and do not often seek students. There is, of course, the remnant of the English Language Services which teaches English as a second language. Although now given a home by the Extension Faculty, whose main business is providing fee-supported courses to an off-campus population, these courses do provide some help to a few regularly matriculated non-native-English-speaking students. (For the foreign applicant the usual “remedy” for inadequate English language competency is non-admittance as a result of scoring lower than 600 on the standard Test of English as a Foreign Language [TOEFL]. This test has been highly criticized recently as being discriminatory on the basis of race, not ability. Not just visa-holding students, nor all whose first language is other than English are required to take the TOEFL; the rule says that those “whose native language is not English and who, therefore, have studied English only as a second language, are normally required to demonstrate proficiency” by a TOEFL score of at least 600. The discretion implied by the word I have emphasized is presumably practiced by the University in regard to individual applicants.) Also available, but not officially part of the University

structure (it is not described in the Calendar), is the Writing Workshop operated in the English Department to support students enrolled in freshman English courses. Here, a few students may find help on referral from an instructor. They are diagnosed and assigned a tutor. The program has aided about two hundred students a year since its inception five years ago. It is supported by the English Department by assignment of sessionals and graduate students and by Arts Faculty uncommitted funds.

Kay Stewart and Marian Freeman, who direct the Workshop, have launched a pilot project, supported chiefly from the provincial Department of Education Innovative Teaching Fund, to study the effectiveness of an autoinstructional program in writing for University. The plan consists of a self-administered diagnostic test leading the student to a series of modules which consist of instructional materials and exercises. The program, *Individualized Instruction for Writing Improvement*, has the attractive qualities of being voluntary and confidential. It also could serve students at any level. Its structure is compatible with Computer Assisted Instruction programs.

With the exception of a few public lecture series operated by the English Department, the Students’ Union, and Student Affairs, little further aid is available at this time at the University for students who feel their performance in English is inadequate.

The Arts committee referred obliquely to the absence of any admissions examination which would reject students found to have inadequate language abilities. The General Faculties Council in December 1976 called for the eventual establishment of such an entrance examination in English. (A more recent resolution rejecting, for cost, University-wide entrance examinations specifically excluded from the ban any examination of writing and reading competence.) But a broadly administered test in language would be very expensive. The University of Calgary, with a matriculating class half the size of the University of Alberta’s, spent \$140,000 to administer and score their examination. Such expense is hard to justify in a time of reduced public support of the University.

The Calgary test was diagnostic in intent. About fifty-five percent of those tested scored low enough to be admitted to the Effective Writing Program. Students were, according to their scores on eight separate tests, “streamed” into corresponding corrective non-credit no-fee courses. The test was available to be retaken when the student was felt to be prepared to “exit” from the program into regular English courses. All remaining students were retested at the end of the year. Given the usual percentage of normal attrition in the first year, which at Calgary is a “grade-thirteen” equivalent, it is not possible to say how many were “saved” by Effective Writing. The Universities of Victoria and British Columbia, among others, have testing and follow-up programs of a similar kind.

In the United States, many new programs of composition have been undertaken and existing curricula expanded, most in response to the SAT-Verbal decline. Many of these are frankly remedial. The University of Wisconsin requires its students to prove, either by freshman test, or an approved writing course, or a new third-year test, that they are competent writers. No student may register for fourth year without such proof or a pledge to prove competence in the fourth year. Failure to so prove results in dismissal. The English Department also conducts a Writing Laboratory which serves all faculties.

More forward looking than those who speak of the study of composition at university as “basic” or “remedial” is a growing number of colleges returning rhetoric to its place in the curriculum.

"The New Rhetoric," once a term reserved for an auctorial stance which shapes the writing to suit the audience (and which is, therefore, not the least bit "new"), has come to embrace a renewed attention to rhetoric as a subject to be studied both for appreciation and for performance. One of the leaders in this field is W. Ross Winterowd at the University of Southern California. An integral part of Professor Winterowd's work in rhetoric is the Freshman Writing Program. All entering students enrol in a credit course in writing. If at the end of the first semester the student can pass a proficiency test he may leave the course with a full year's credit. The test is then given at the end of the year and any student not passing at that time must stay one more semester for no credit. The program is a developmental not a remedial one. It acts to give more time of exposure to the material to those who need it, and less to those who don't. What is most impressive about the program is its articulation with a full scale PhD curriculum in Rhetoric, Linguistics, and Literature, which contains seminars and lectures in written composition. Graduate students in the PhD program are encouraged to teach in the Freshman Writing Program as an integral part of these studies.

There are other signs of increased attention to composition in U.S. universities. At its 1976 Convention, the MLA had a whole series of seminars and discussion sessions on the problems of research in composition. Other responses have been noted, such as the meeting last year of the Ivy League universities to discuss the writing performance of their undergraduates. Again, although the USC program is the most extensive, other American colleges and universities have responded similarly to the opportunity for formal graduate level research into rhetoric and composition. The University of Pittsburgh, for example, accepts Teaching Composition as one of the areas of concentration for the PhD.

However high the eyebrows of the more traditional among us may rise, there may be a therapeutic advantage in the concomitant opening of our eyes to the economics of teaching rhetoric and composition not as a remedy, but as worthy university subjects. As Joseph Williams, Associate Chairman of English at the University of Chicago, points out "Like everyone else, we English teachers know a good thing when we see it. And in a good many ways, the perception of a writing crisis is a good thing. More of our good students might find jobs. More of our undergraduates might write more essays, and maybe because of this, they might write better than they otherwise would have."

In the face of all this activity to the south and elsewhere in Canada, the University of Alberta seems somewhat untouched by "the perceived crisis." The English Department, through the hard work of Professors Patricia Gallivan and Robert Merrett, sponsored a Conference on Literacy in October, 1976, which attracted wide attention and drew delegates from schools all over the province. It featured, among others, Joseph Gold of Waterloo, editor of the anthology (or choral outcry), *In the Name of Language!*, Michael Hornyansky of Brock, and Richard Hoggart of the University of London.

The recently adopted Continuing English Program is an important step toward aiding teachers in service to improve their qualifications in English. The Program, operated by an inter-faculty committee, will offer "a series of practical courses, seminars, and workshops in the English Language Arts and in related areas," given by instructors in English and Education. The courses, credit and non-credit, would be in such areas as composition and rhetoric; essay writing; mass media; classroom approaches to poetry, the novel, and drama, and a large and diverse list of other topics. Some part of the Program may even

count toward a Diploma. The offering of such in-service teacher support in English is welcomed by many as a much-needed relief, especially for the non-specialist who must teach English.

Nor are these the only steps being taken at Alberta to improve reading and writing performance. General Faculties Council, "perceiving the crisis," responded by creating the Committee on Writing Competence, a move perhaps not bold or original but one that promises to "monitor" the state of writing in the University and the related area of reading among undergraduates. (Noting that no level is attached to the writing surveillance, one is tempted to presume that even the writing of academics and administrators falls within the committee's purview. That would be presumption indeed.) The committee's first (but not, I hasten to say, its only) actions were to rename and enlarge itself — two decisive but, at first glance, not apparently helpful moves. The two actions have pointed symbolic significance. The renaming from *Writing Skills* to *Writing Competence* was done to emphasize belief that writing (and reading) are not of the order of acquired traits which can be learned, in the sense that one learns the alphabetic letters — a set of tasks which can be said to be "completed" at a certain point and which do not require making any structural discovery or making the structure explicit. Writing (as opposed to handwriting) does require such insight. The ability to understand the relationship between letter sequences and, on the one hand, their related sounds and, on the other, their related meanings (words) must be *developed*. As John Warnock says, "Learning to spell is acquiring a skill. Learning to write is developing a competence." There is no reason for writing competence to "stop" developing, given an opportunity for study and practice, any more than learning to play the piano admits to a limit. Viewed in this way, writing performance can never be "remedial."

The expansion of the committee was done to allow membership from areas other than English and Education. The responsibility to improve writing performance in the University belongs to the entire academic staff of the University, just as the state of writing in society can only be improved if responsibility is shared by everyone who reads that writing — and that means everyone from the parent to the client, from the teacher to the MLA, from the professor to the businessman.

As to the "crisis" of the "plague" of *bad* writing, let us turn to the comfort of Dr. Johnson who said, "it is only by writing ill that you can attain to write well." Perhaps not the apocalypse but a new golden age can be imagined to result from this turmoil. Perhaps we don't need remedies but more exercise of writing and reading to bring about those livelier performances in language which will keep English vital through the millenium.

James G. Marino is an Associate Professor of English at the University of Alberta and Chairman of the General Faculties Council Committee on Writing Competence.

The Chancellors Past and Present

The Chancellor is the titular head of the University, conferring degrees at Convocation, chairing the University Senate, and sitting as a voting ex officio member of the Board of Governors. Under the Universities Act, as revised in 1977, a Chancellor's first responsibility is to "represent the public interest in the University."

In the past, there was no specified term of office for the Chancellor; now the Chancellor is elected by the Senate for a term of four years. This summer, the University's tenth Chancellor, Ron Dalby, steps down to make way for a new Chancellor, Jean Forest. New Trail meets both, to find out what the first learned about the University in four years and what kinds of qualities the second brings to her new job.

Ron Dalby, Tenth Chancellor

"In a political environment, decisions are often made on the basis of a public expression of need based on perception alone," Ron Dalby said, responding to a question about his responsibility as Chancellor to represent the public interest in the University. "Governments listen and react both to public opinion on fact, which I call informed public opinion, and to public opinion based on perception and emotion alone, which is uninformed public opinion."

He sees his role as "looking at the public viewpoint from the position of the informed public," and further, doing what he can to help bring more Albertans into the ranks of the informed public, by discovering the facts surrounding the issues affecting the University, and making those facts known.

As Chancellor, he stands between the public and the University and attempts to help resolve areas of conflict among the University, the government, and the many publics the University serves. He has come to "appreciate how difficult decision-making is" when considering matters that relate to the University. "The University is a complex institution because it must respond to so many demands from so many different people. The University is in part a reflection of those demands, for it reacts to public demands and public pressure."

A difficult problem area facing the University over the past few years has been enrolment quotas, with the conflicting demands for high quality education, good teacher-student ratios, and smaller classes on the one hand, and the desire for more trained professionals and universal access to higher education for all qualified applicants on the other. Ron Dalby strongly favors the

University setting enrolment quotas. The University, he feels, "has a responsibility to excellence; otherwise we compromise ourselves."

He cites the experience of the Faculty of Business Administration and Commerce as an example: "They accepted more and more students on the assumption that government funding would follow because the need was there." Although there was and still is a need for more people trained in business and management, the extra funding did not follow, and the Faculty was faced with too many students and no hope of increasing its staff or classroom facilities to cope with them.

The result was not only a quota for the Faculty, but a need for action to reduce, over a period of time, the number of students taken into the Faculty. The Faculty of Engineering could see that the same thing could happen if quotas in Engineering were not instituted, so enrolment quotas were approved for that Faculty. Now, the majority of programs at the University, except for the Faculties of Arts, Science, Education, and Home Economics, have enrolment quotas, and in view of the level of financial resources available to the University, Chancellor Dalby sees this as a good thing; in fact, he would go farther: under the existing pressures on University financing, he believes, "the whole University should be thinking in terms of enrolment quotas."

As he sees it, the University has a responsibility to maintain the excellence of its programs. "The University will be held accountable for the quality of its graduates. Let the government deal with public demand for new facilities. Such issues as the right of all qualified applicants to a University education involve political decisions. . . . The University should cooperate by providing factual data on supply and demand for university education but should keep out of the political arena." Enrolment quotas, to Chancellor Dalby, are simply good management and responsible planning that allow the University to maintain the quality of its programs.

Planning and management are things that Mr. Dalby knows well. He has served in Canada and in the United States as president and chief executive officer of a number of companies involved in the petroleum industry, industrial manufacturing, transportation, and mining, and for a time he served as executive vice-president responsible for the operations of three Alberta utilities companies. He has his own consulting firm, R. N. Dalby and Associates Limited, which provides engineering and management consulting services primarily in the field of energy.

"Before I became Chancellor," he said, "I heard about how

inefficient the University was." After four years of close contact with the University he has found that "the University administration compares very favorably with administration in business and government." "I have dealt with large companies, and I feel that the business affairs of the University are run very effectively and compare very favorably. The University has fewer people in administration than I would have expected for such a large institution, fewer than in business or government departments of comparable size."

"I am pleased that the University has been able to manage so well under restrictions and limited finances. It is unfortunate that our government, which has insisted on tighter controls on University spending, has not given better leadership by showing that it is equally committed to tight controls in government growth and government spending. I am pleased that the University does not dwell on comparisons with the government, but instead tries to live within its own means."

However, like most people involved with the University over the past several years, he is acutely concerned about what this restriction in funds may mean for the whole institution. "The quality of a university degree will decline if these pressures continue," he said.

On a number of occasions during his term the Chancellor has expressed concern about the quality of academic involvement in decision-making on matters such as tenure and allocation of resources, and with the fact that "many academics are reluctant to delegate responsibility for decision-making to their department chairmen and deans."

He believes the University would be strengthened "if those academics who are frustrated with the decision-making process become involved to the extent of developing a better system under which academic affairs, academic concerns, and academic decision-making will be handled in an environment that fits with the University's commitment to excellence." "Our academics must be challenged to review the practices and procedures used in carrying out the administration of those matters which fall within their own areas of responsibility."

As Chancellor, Mr. Dalby chaired the sixty-two member University Senate. Even after four years in office, he commented, "Sometimes I am amazed by how effective the Senate really is." The Senate's effectiveness lies in two areas: its intensive study of issues involving the University and the conclusions and recommendations based on that study, expressed in the Senate's task force reports; and its value as a unique public forum. However, according to Mr. Dalby, "the real work of Senate is done by individuals . . . and the power of Senate is in its task force activity."

Although the Senate is not a decision-making body in the University, it is able to investigate problem areas from both the University and the community perspectives, in a way that the Board of Governors and General Faculties Council cannot. Senate task force reports and recommendations are taken very seriously within the University and often become the "foundation upon which action is taken and important decisions are made." Two excellent examples of such task force reports during Chancellor Dalby's term have been the Task Force on the Status and Career Patterns of Academic Women at the University of Alberta and the Committee on Dental Service to Rural Areas.

Mr. Dalby is determined that the Senate decide for itself what issues it will study and how it will study them. "If an area of need is real, there is always someone who will step forward and assume a



Ron Dalby

position of leadership. Only when I see such a commitment to leadership within the Senate do I encourage establishing a task force."

To Chancellor Dalby, the most important issue to come before Senate during his term of office has been the issue of visiting international students and the foreign student fee differential, an issue in which, from his point of view, uninformed public opinion promoted a political action which was at variance with informed public opinion. He believes that as people from the community become more involved with the University as a member of the Board of Governors, as a Senator, or in some other capacity, they become better informed, in that they begin to understand the University and the contribution it makes to society, and they come to appreciate University people, who Mr Dalby finds are "open, sincere, and honest." He thinks that, instead of being defensive toward the public, "the University should encourage publics from outside the University to participate in finding answers to major concerns facing the University."

"I came to the position of Chancellor as an outsider," he commented, for, although he graduated from the Faculty of Engineering in 1952, he had not been active in University affairs before becoming Chancellor. "Only a University would have taken the chance of bringing in an outsider; business or government would likely have felt threatened if exposed to a comparable situation."

"Each year," he finds, "I get more and more involved, and I have enjoyed this involvement." "The University and its academic community provide a most stimulating and rewarding environment."

Ron Dalby's greatest joy as Chancellor has been Convocation, which he believes is "the greatest University experience that one can be exposed to . . . where over my four-year term I will have met approximately ten thousand students, who at Convocation are among the happiest and most expressive people in the world." For him personally, "Convocation is a fulfilling and rewarding



Jean Forest

experience,” as he shares this happy and proud time with the parents and the graduates (on two occasions, he and his family were doubly happy as he conferred degrees on two of his sons, when Richard obtained his BA in 1976 and Blaine received his BSc in Engineering in 1977).

“Convocation reflects so well on the University,” he said. “No other institution in our society has such an impressive ceremony recognizing contribution and achievement.”

Another pleasant task that falls to the Chancellor is visiting groups of alumni across Canada at the behest of the Alumni Association and its Director, Alex Markle. “I find it encouraging to see the support from people who graduated from our University years ago and to learn how the institution has changed their lives.” He clearly enjoys his participation in Alumni Association activities and highlights the Alumni Homecoming Weekend in the fall each year, at which he gets particular pleasure meeting the “golden grads,” the graduates of fifty years ago. He takes some pride in the fact that he broke the Canadian record for ceremonial kick-offs at last year’s Homecoming football game, beating Prime Minister Trudeau’s kick-off record “with a little help from Dave Cutler’s shoe, a lot of coaching from my youngest son, Neil, and a good following wind.”

Ron Dalby appears to have changed little during his four years as Chancellor. As in an interview with *New Trail* soon after he was selected as Chancellor, he declares that “I only live today” and comments rather modestly that “interesting things just happen to me.” And today, as four years ago, his vision of the University is closely bound to his belief in “excellence and the pursuit of truth.”

Jean Forest, Eleventh Chancellor

All through her life, in one way or another, Jean (Janz) Forest has been closely involved with education.

In Minitonas, the little northern Manitoba community where she was born, the school was on the corner of her father’s farm. Her

father was always either a trustee of the school or chairman of its Board of Trustees, her mother was the secretary of the school board, and the teacher at the little one-room school, inevitably the best-educated person in the district, usually lived with the Janz family. Growing up in such an environment, she said, “I couldn’t wait to go to school, and I loved it all the way through.”

While her love of schooling appears to have been boundless, she realizes that the quality of education offered then left rather a lot to be desired. One teacher taught eight grades in that school, with occasional students remaining, as she did, to do grades nine and ten by correspondence. “We had very few resources, perhaps a hundred tattered books for the whole school. People may talk about the good old days, but they don’t remember that there were some very real limitations then.” For grades 11 and 12 she had to move to McCreary, 150 miles away, where there was a two-room high school and where she was able to stay in the Roman Catholic rectory.

When she graduated, she wanted to become a nurse, but at seventeen she was considered too young for that occupation, so she became a teacher. “I always wondered at that: that I was considered too young to be a nurse but old enough to man a one-room school.”

Miss Janz’s first school was at Pine River, a Ukrainian and Polish community forty miles from her home. There she lived in a chilly little teacherage with her fifteen-year-old sister, who was sent by her family to keep her company while at the same time continuing her own high school by correspondence. The teacherage was ten miles from the nearest store, Mrs. Forest remembers, and the neighbors were generous with rides, supplies, and gifts of food for the two girls.

After her first year of teaching, she was able to go to Normal School in Winnipeg, with the aide of IODE scholarships and some help from another sister, who was working in a munitions factory.

Her next school — another one-room school, but this time closer to the city — was in the town of LaSalle, a community divided almost evenly between English Protestants and French Catholics. “As an English Catholic,” she smiles, “I was looked on as something of a hybrid.” The situation in the school was “ecumenically good,” she recalls: the Catholic children stayed late three days a week for catechism studies, and everyone stayed late for bible study together on the other two days.

Not long after she began to teach at LaSalle, Miss Janz met Rocky Forest, the son of the local school board chairman (from the French half of the community), on leave from the navy. She married him a little more than a year later and moved with him to Edmonton, after her second year teaching at LaSalle.

During her first months in Edmonton, Mrs. Forest worked as a substitute teacher; the children, she found, were very different from those she had known in the one-room rural schools, where the teacher was highly respected. Soon, however, she embarked on the career that would occupy most of her life and color everything else that she did: being a mother.

Now, thirty-one years later, Mrs. Forest has seven children, ranging in age from sixteen to thirty. Although she never returned to teaching as a profession, she has been involved in education as a member of the Edmonton Separate School Board (1968 to 1977) and as Chairperson of the Separate School Board for three years, as a member and as President of the Alberta Catholic School Trustees Association, and as a member of both the Board of Governors and the Senate of the University of Alberta.

“My interest in education whether in the Separate School Board

or in The University,” she said, “stemmed from my concern about my children. I had never consciously thought about getting involved in the University, but Louis Desrochers [Chancellor of the University from 1970 to 1974] asked me to serve on the Senate. . . . At that time three of my children were in the University, and I thought this would be a good opportunity to learn more about it.” She was elected as a member of the Senate in 1972 and was chosen as a representative of Senate on the Board of Governors soon afterwards, so she was in a position to learn a good deal about the University.

Her views of the University then were colored by what she heard from her children: that the University was “a big, impersonal place, where the classes were too large and the professors so remote.” “I was concerned that students were getting lost in the shuffle. I soon saw that universities were having the same problems as basic education: numbers of students, not enough room, not enough staff in some areas. At that point I was not aware of research, only of teaching.”

“Now I’m more aware that this is more than a teaching institution — research is a very important part of the University. And I have learned that the professors who are spending the most time in research often are the best teachers.” Similarly, she has found that “the professors who are doing consulting work in the community are more in touch with the realities of life and therefore are able to make their teaching more relevant for students.”

“I see the different constituent parts of the University as members of a family,” she commented. “The value of a family is in the support it gives to each individual to allow each one to reach his or her potential. We must support each individual in the University, whether a student, a faculty member teaching his courses and doing his research, or a president, who may be having a hard time too. We must get people in the University to know each other and support each other.”

Possibly because her interest in the University came from her children’s involvement here as students, her deepest concern within the University is for the students. “You can’t live with them without realizing their needs,” she said. “When you’re the mother of a large family and you see the differences among your children, you recognize the challenge of a University: how do you respond to 20,000 different students?”

One obvious and general need of students is some hope of employment after they graduate. On the question of whether the purpose of the University is to provide training for a career or to provide a liberal education for its students, Mrs. Forest said, “If you ask the students, they will say they are here to prepare themselves for a career, therefore career training is a valid function for the University. If young people are given only a very general education without the skills to make a living, sooner or later they become discouraged.”

“But we also have to stimulate their minds and their curiosity, so that we’re doing more than preparing them for a career. We have to open doors for them so that they can prepare themselves for life. It is important that when they come out of University they have career training as a starting point and are able to keep on educating themselves for the rest of their lives. The University also has to be geared up for the return of people wanting to enrich their education.”

“The management decisions we make in the Board room seem so far removed from the student,” Mrs. Forest said, “but we have to keep reminding ourselves what the University is.” Removed from

the individual level, it becomes for her a large institution, “inflexible in many ways and difficult to change.” “I would like there to be the kind of flexibility that would make the University able to respond more quickly to the needs of different times.”

Outside her involvement with the University and among her other activities in the community, Mrs. Forest is a member of the Alberta Human Rights Commission. In this capacity, as in her involvement in the University, her paramount concern is for the welfare of the individual, and she extends her analogy between the family and the University to one between the family and the community, in which “each individual has rights, but also has responsibilities.”

The welfare of Canada is a matter of deep personal concern for her. She also likens Canada to a family, in which the provinces are members — “it is important that that family stay together. I can’t be unemotional about that.” The question of two languages poses no problem for her: her early teaching experience in LaSalle and her marriage to a French Canadian (“who has always had the benefit of two languages”) among other things have made her “acutely aware of the need for a second language. . . . Language is one vehicle of communication, and we have so much to learn about each other.” She has seen to it that all seven of her children have been raised and educated to be bilingual in French and English, and as Chairperson of the Edmonton Separate School Board, she worked hard to establish second language teaching in Ukrainian as well as French. She is sorry that the University has dropped its second language requirement in most faculties, because this caused a substantial drop in the number of students who took a second language in high school. With a French-Canadian husband (who is also part Cree), a German father, an English mother, and three small grandsons with Ukrainian parentage too, she knows “the richness of these different cultures. I hope that Canadian Studies can become a vehicle for teaching the value of what each ethnic community has brought to Canada.”

Commenting on her becoming Chancellor, Mrs. Forest said that she was still learning about the University, visiting each faculty and meeting each dean personally. “I have found my meetings with the deans and my tours of their facilities to have been most enjoyable and tremendously helpful to me in gaining a better understanding of each faculty,” she said. “At my request, each of the deans has discussed the history and present situation of his or her faculty, its problems and its future hopes and dreams. However, I have been most impressed and even edified by their obvious concern for the University as a whole and for the entire field of education in general.”

“I am convinced that in our deans we have a team of people obviously willing and eminently capable of accepting and coping with the awesome challenges with which they are being faced.”

Naturally Mrs. Forest was reluctant to make general statements about her own approach to the role of Chancellor or about the Senate or the University before she actually became Chancellor. Toward the end of our interview she announced that she did wish to make one statement (“and you can quote me”). “There has to be one major change made,” she said firmly. “That Chancellor’s robe. There has to be a new one. It just can’t be cut down to size.”

For Jean Forest is the first woman to be Chancellor of the University of Alberta, and the gown was tailored to fit the larger frames of the men who preceded her. And as the first woman Chancellor, the way is clear for her to make a unique contribution to that role.

campus reporter

Another Project Supported by the Alma Mater Fund

Bursaries for disadvantaged students

Since its inception in 1974, the Alma Mater Fund has provided the funds to support three matriculation bursaries. These bursaries are administered by the Student Awards Office and are available to first-year students only. Each bursary is valued at \$600 and is applied against the costs of tuition and books. Unlike scholarships, which are awarded strictly on the basis of high academic achievement, bursaries take into consideration the financial need of the applicant as well as academic achievement.

According to the Administrator of the Student Awards Office, Larry Henderson, competition for these bursaries, and indeed, any available form of assistance, is very keen. Out of the 4,400 first-year students admitted to the University this past term, six hundred applications were received for the 156 matriculation awards available. Mr. Henderson feels that there still are a great number of students possessing relatively high academic standing and who need financial assistance but who do not apply because they know their chances for success in such keen competition are minimal. Moreover, more funds, he says, are available for bursaries and scholarships at the undergraduate level than at the first-year level.

As well as continuing the three matriculation bursaries, the Alma Mater Fund now provides an additional \$1,000 to the Student Awards Office for bursaries to support disadvantaged students. These funds are awarded to students on the basis of financial need after the first year of university. Last year the awards were in the amount of \$200 each and were given to students, none of whom had academic averages lower than seventy-three percent. In this area, as well, competition was very keen. The three students who received the bursaries were already borrowing heavily from the government; one came from a family whose mother was the sole supporter and, in addition to an academic career, the student also worked part-time. Another came from a family which again has only one parent who tries to support the family on a very small income while at the same time trying to upgrade her own education.

Mr. Henderson says that it is University policy to encourage donors to put their support into bursaries rather than scholarships. This enables his Office to have more flexibility in bestowing the awards because then it can take into account the financial need of the student in addition to academic standing. However, the competition

being as strong as it is, the student must still have good academic standing to be considered.

The establishment of a bursary or scholarship is not limited to funds from the Alma Mater Fund or from large corporations. Individuals, too, who have the financial ability may have a scholarship or bursary established in their name or in the name or memory of someone else. Mr. Henderson would be happy to discuss such possibilities with anyone who might be interested in funding such an award. He may be contacted by telephoning 432-3221 or 432-3495 or by writing to: Student Awards Office, 252 Athabasca Hall, University of Alberta.

Preliminary Operating Budget For the University

When the Board of Governors met on 3 March, one of the major topics for discussion was the Preliminary Operating Budget for 1978-79. From an initial projection of revenues and expenditures for the fiscal year commencing 1 April 1978, it appeared that there would be a shortfall of approximately \$6,200,000 — a shortfall of such magnitude that, unless extreme remedial action were taken, the University as a whole would suffer severe dislocations in its day-to-day operations.

The Finance Committee, therefore, presented several recommendations for the Board's approval that would, if accepted, eliminate the shortfall. While it was recognized that the recommendations would cause some concern and certainly some problems both to staff and students, it was agreed that, in this case, the medicine might be less deleterious than the disease.

The recommendations that were presented to the Board were as follows:

1. That the 1978-79 Preliminary Operating Budget provide for a total net expenditure of \$126,995,000 and revenue of \$125,995,000.
2. That a 10 percent increase in tuition fees become effective from 1 September 1978, subject to the approval of the Minister of Advanced Education and Manpower.
3. That an increase of 10 percent be applied to the University Health Services Fee.
4. That \$1,000,000 be transferred from the Unallocated Interest, Dividends and Capital Gains and Losses account to the general revenue.
5. That a formal position control procedure be established.

In support of these rather drastic measures, which included a proposed general "tax" of 10

percent to be applied on all accounts except salary accounts, several documents were presented for the Board's consideration and from them a rather gloomy picture appeared of the provincial government's support of the operating costs of this institution since 1971.

From that year to the present, with the exception of only one year, the University received an operating grant less than the corresponding increase in the inflation rate. For much of that period, the University was not allowed to increase tuition fees with the result that, despite an increase in enrolments, it was necessary to maintain the numbers of full-time academic staff at a relatively constant level, allowing only a slight increase at a rate quite disproportionate to the increase in student enrolments. Nevertheless, salaries and related expenses during that period were generally negotiated at a level which exceeded the percentage increase in revenues. The end result of this is that such expenses continue to take up an ever larger portion of the funds generally available to the University. In addition to these greater costs, there has also been a massive increase in the cost of utilities since 1971.

Under such financial constraints, therefore, the University has reduced and must continue to reduce expenditures in every other area. As was stated in the University's submission to the provincial government, "The essence of the Alberta case is that every facet of [the University's] operations has been squeezed to the point where academic programs are suffering and support services have reached an irreducible minimum. Unless the operating grant for 1978-79 is realistic in terms of the urgent needs of the University, it will suffer further erosion in the quality of its offerings and the morale of its staff."

The University, in its submission, requested an increase in its operating grant of 15.3 percent for 1978-79. Fully cognizant of the provincial government's restraint program first announced in 1975, the University requested such an increase not to enhance its offerings but to maintain at its present level the quality of service that the government and the people of this province justifiably demand. The provincial government has advised the University that the actual increase will be \$8,470,000 or 8.25 percent.

Between 4,000 and 5,000 students and faculty members from Alberta universities gathered before the main entrance of the provincial Legislature on 15 March to demonstrate their concern about funding policies for the province's universities. The demonstration was the largest in the history of this University. Inside the

Legislature, funding policies for higher education in Alberta were debated, and although the government held firm on its limit of an 8.25 percent increase in the grant to the University, it agreed to consider the specific problems created by the extreme increase in utilities costs and to consider improvements in the student loan policies. Special documented cases of severe difficulties arising from restricted budgets within the University were also promised consideration by the Department of Advanced Education and Manpower.

Faculty of Dentistry celebration

To celebrate the founding of dental education at the University and the fiftieth anniversary of the awarding of the first dental degrees, a special convocation ceremony was held on 26 November. Chancellor Ron Dalby conferred honorary degrees upon three dentists who have served their profession and dental education with distinction: William Scott Hamilton, Professor Emeritus of Oral Surgery; James Zimmerman, who, among other things served as President of the Canadian Dental Association from 1955 to 1965; and Hector Robertson MacLean, Professor Emeritus of Dentistry and Dean of the Faculty from 1958 until 1970.

In addition to the convocation, a Memorial Lectureship was established in memory of Dean James McCutcheon who died in office in December 1976. The first lecture was delivered by Gordon Nikiforuk, Professor of Preventative Dentistry at the University of Toronto.

Alumni Golden Jubilee Award

Aylmer Ryan, former Provost of the University, was presented with the Alumni Golden Jubilee Award at Fall Convocation. The award is bestowed upon individuals, not necessarily alumni of this University, who have performed outstanding services on behalf of the institution and who have been solicitous for its welfare.

University acquires membership in Shastri Institute

As of this academic year, the University is a member of the Shastri Indo-Canadian Institute. In 1968, the governments of India and Canada announced the formation of the Institute to enhance understanding between the two countries. Today, in Canada, twelve universities and the National Library cooperate in the advancement of Indian studies through a variety of activities including research, language fellowships tenurable in India, acquisition of

Indian publications for the libraries of member institutions, and the preparation of special education resource projects for Canadian schools and universities. The SICI also sponsors a visiting lecture program to introduce Indian scholars and artists to the Canadian public, and this year the Executive Committee of the Institute has applied to the Government of Canada for the funding of programs of Canadian studies at Indian Universities.

The University of Alberta Press

Last winter, General Faculties Council recommended that the University "actively and publicly support the University of Alberta Press in renewed efforts to obtain special funding for a significant expansion in its publication of Canadian materials for teaching and research." The volumes published by the Press benefit not only this University but other universities, educational institutions, and individuals across Canada. Moreover, because of the quality of scholarship presented by the Press, its books reach out of Canada to acquaint other countries with the work of our scholars and scientists. Most of the books published by the Press are funded by special grants from such agencies as Canada Council and various government departments. However, the Press is now in a position to subsidize new books from revenues produced by books it has already published. A recent \$50,000 grant from the Alberta Department of Advanced Education and Manpower will allow the Press a somewhat broader selection from the large number of manuscripts that come in each year.

Edmonton: The Way It Was.

Published by the Fort Edmonton Historical Foundation, 1977. Regular edition, \$27.50; special edition, \$125.

The biography of a city, like that of a person, has a peculiar fascination for anyone interested not only in the personality of the subject, but in the social, economic, and cultural changes wrought by time. This is magnified many times for those who know that city well and have a deep affection for it. Such people will find enduring delight in *Edmonton: The Way It Was*.

It is a photographic biography with the early pictures, those covering the period up to 1939 and to page 185 in the book in sepia, followed by fifty pages in black and white and a final thirty-eight pictures in full color. Most of them are drawn from the Provincial Archives (many of these from the Ernest Brown collection) and from

the City of Edmonton Archives, and they cover Edmonton citizens from John Rowand, trader, and John Walter, ferryman and entrepreneur, to Premier Manning and Mayor Hawrelak, and the settlement's buildings from the Hudson's Bay Company Fort to the towering skyscrapers of today.

We are reminded that "dating from 1795" Edmonton's founding preceded that of Vancouver, Ottawa, Regina, Saskatoon, and Calgary. We are shown the location of the properties of such early settlers as Malcolm Groat, Laurence Garneau, James McKernan, and Donald Ross. There are pictures of ferries and steamboats on the river and gold panning and coal mining along its banks, of horses and oxen giving way to automobiles and street-cars, of livery stables replaced by garages and service stations, of log shacks replaced by wood frame buildings, followed in turn by brick and the steel, concrete, and glass of today.

Few will remember the incline railway leading from the river flat near the ferry landing up to the top of the bank at 101 Street, or the disastrous flood of June, 1915, the troops leaving for Europe in 1914, or the Edmonton Grads, the greatest ladies' basketball team of all time, but each is graphically shown.

It is a book to delight the eye and the heart and to keep the memories of our city green. The Fort Edmonton Historical Foundation is to be commended for collecting and publishing these splendid pictures and for dedicating the book to Henry Ward, who did so much to launch the project before his death, and to Merrill Wolfe, who did so much to develop the Fort Edmonton project itself.

Copies are available from the Foundation's offices in the Kinsmen Fieldhouse.

Walter H. Johns

Professor Emeritus of Classics and the former President of the University of Alberta

the alumni

'23

A prospector who pioneered aerial exploration for minerals in the western Arctic during the 1930s, **William Gladstone Jewitt, BSc**, has been elected to the Canadian Aviation Hall of Fame.*

'24

For many years active in the research of the bituminous resources in the Athabasca River basin, **Sydney Blair, MSc(Eng)**, is enjoying retirement.

'30

Anna (Wilson) Sharpe, MD, former chief of pediatrics at the Ottawa Civic Hospital has been awarded the Order of Canada.



Anna Sharpe, MD'30



Gordon Blott, MD'41



George Moonie, MD'48

'37

A recognized authority in agricultural economics, **Gordon Burton, BA**, has been admitted to the Agriculture Hall of Fame.

'39

George W. Lord, BSc, is president of the Standards Council of Canada. The Council arranges for standards to be written governing fields as diverse as manufacturing and medicine, construction, and international trade.

'41

Gordon Blott, MD, is president of the Medical Council of Canada, responsible for licensing all doctors to practise in Canada.

'42

An engineer who has played a major role in shaping North Saskatchewan River valley development, **Ralph McManus, BSc(Eng), MSc(Eng)'46**, has been hired to direct the Red Deer dam project. **Ronald F. Watts, BA**, general secretary for the Baptist Convention of Ontario and Quebec, was guest speaker recently when the First Baptist Church, Brockville, celebrated its 133rd anniversary.

'43

J.L. Lebel, LLB, vice-president and director, has assumed responsibility for public relations for Chevron Standard Limited.

'44

Elected last fall on both the Republican and Democratic tickets and serving as the first woman commissioner in Mt. Lebanon, Pittsburgh, a suburban community of about 40,000 people, is **Mary (Bowstead) Larsen, BA. A.A. (Art) Guitard,**

BSc(Ag), is president of the Canadian Society of Agronomy. **William (Bill) Andrew, BSc(Ag)**, is serving as president of the Canadian Society for Horticultural Science.

'45

Myrtle (Schneider) Macdonald, BSc(Nu), is developing community health and nutrition programs for four villages near Jharsuguda, India.

'46

In a lengthy and interesting news note from **Mary Louise (Knoll) Stewart, BSc**, she elaborated on St. Stephen's School, an American co-educational preparatory institution in Rome.

'48

George Moonie, MD, is chairman of the department of anaesthesia, Faculty of Medicine. **D. Mel Harris, BSc**, is district manager, explorations, southeast district, Union Oil Company of Canada Limited. The vice-president of Echo Bay Mines is **J. Frank Burton, BSc(Eng)**. **John E. Maybin, BSc(Eng)**, is a member of the board of directors, Majestic Wiley Contractors Limited. **Arthur B. Metzner, BSc(Eng)**, H. Fletcher Brown professor and chairperson of chemical engineering, University of Delaware, has received the Bingham Medal from the Society of Rheology. This prestigious award is presented annually in recognition of outstanding contributions to the science of rheology or meritorious service to the society. **Peter Owne, LLB**, is a member of the University Hospital Board.

'49

Arne R. Nielsen, BSc, is director and executive vice-president, Canadian Superior Oil Limited. After more than twenty-eight years of

outstanding professional service in the cause of conservation in Alberta, **Douglas R. Craig, BSc(Eng)**, has retired from the Energy Resources Conservation Board. **Jack Garry Stabback, BSc(Eng)**, is chairman of the National Energy Board. **Donald D. Phillips, BSc**, is general manager, research and development, Mobil Chemical Company. **H. Joy Russell, BSc**, who has taught in England, Ethiopia, and Hong Kong, is now in residence in Victoria doing substitute teaching — approaching semi-retirement.

'50

W.G. (Tim) Tyler, BSc, is vice-president production, Pembina Pipeline Limited. The Energy Resources Conservation Board has **Victor E. Bohme, BSc(Eng)**, as one of its board members. **R. Alan Rudkin, BSc**, president of Petromark Minerals Limited, has indicated his intention to resign early this year and "pursue his own interests." **Bruce D. Owen, BSc(Ag)**, chairman of the animal science department, University of British Columbia, is president of the Agriculture Institute of Canada.

'51

Lloyd Morris, BSc(Eng), is senior vice-president, Pembina Pipe Line Limited. **Joe V. Jackson, BEd**, formerly chief superintendent of education for the Northwest Territories, received a citation from the Prime Minister on the occasion of his retirement from the Public Service of Canada. **W.L. (Garth) Greenaway, BSc**, is personnel manager, McCoy Brothers.

'52

W. Alan Bell, BA, BEd'55, MEd'67, continues to adjudicate CFRN-ACT Search for Talent shows.

*Dr. Jewitt died 21 June 1978 in Victoria.

'53

William Baranyk, *BSc(Ag), BEd'61*, long-time teaching administrator of post-secondary institutions in Olds and Vermilion, has retired from public service. **R.O. Fisher**, *BSc(Eng)*, is a member of the board of directors, Ocelot Industries Limited. **James Carlisle**, *MD*, continues to help reduce a large surplus of patients created by the departure of two practising doctors in St. Thomas, Ontario. **Darol Wigham**, *BSc*, is vice-president, exploration, Pembina Pipeline Limited.

'55

Gerald F. Stansberry, *BSc*, is district exploration superintendent, Amoco Canada Petroleum Company.

'56

Harvey Zingle, *BEd*, became chairman of the University's department of educational psychology in July. **Lois (Deane) Etherington**, *BEd*, has received a PhD in Business Administration from the University of Washington.

'57

Garry Van Petten, *BSc(Pharm)*, will succeed Dr. Mervyn Huston, as dean of the University's Faculty of Pharmacy and Pharmaceutical Sciences, effective in August. Dr. Van Petten is currently professor and head of the division of pharmacology and therapeutics, and director of the medical vivarium, Faculty of Medicine, University of Calgary. **Jane (Hall) Edwards**, *BSc(Nu)*, is chairman of the board of governors, Glenbow-Alberta Institute, Calgary. **Gerald C. Whittaker**, *BSc(Eng)*, is vice-president and general manager, Blake Mineral Resources Limited. A.V. Carlson Construction Limited has **D.J. (Don) McPhee**, *BSc(Eng)*, as its regional manager, Calgary. **A.C. (Allan) Oliver**, *BSc(Eng)*, is manager of administration, Alberta operations, Sherritt Gordon Mines Limited.

'58

Pacific Petroleum Limited has **J.F. Reichert**, *BSc(Eng)*, as its chief programming engineer, technical programming section, production. **Leslie R. Keylock**, *BEd*, is editor of Christian Herald Books, Yorkton Heights, Chappaqua, New York.

'59

Doug Ledgerwood, *BEd*, has left Alberta Education for a two year curriculum development position in St. Lucia for the



Arthur B. Meltzner, *BSc(eng)'48*



Donald D. Phillips, *BSc'49*



Joe V. Jackson, *BEd'51*

Canadian International Development Agency. The Alberta Gas Ethylene Company Limited has **G.L.W. Clark**, *BSc(Eng)*, as vice-president.

'61

Dennis E. Maschmeyer, *BSc(Eng)*, is serving as manager of projects and major pilot operations, Sherritt Gordon Mines Limited.

'62

Pierre A.R. Monod, *BEd*, Department of Romance Languages, has been honored by the award of Her Majesty the Queen's Silver Jubilee Medal. **James W. Gulyas**, *BSc(Eng)*, is manager of engineering and planning, Sherritt Gordon Mines Limited.

'64

R. T. Clare, *BSc(Eng)*, is vice-president, MHG International Limited. A free-lance assignment has been placed with **Phillip Silver**, *BA*, to design the sets for the Robin Phillips production of Shakespeare's *Merry Wives of Windsor* during the 1978 Stratford Festival. **R.R.J. Derouin**, *BSc(Eng)*, is chief petroleum engineer, Toronto-Dominion Bank's oil and gas department, Calgary. MHG International Limited has **N.W. Plotke**, *BSc(Eng)*, as vice-president. **V.G. McKay** *BSc(Eng)*, is vice-president, operations — Africa and Asia, Export Development Corporation.

'65

A. Judith Prowse, *BSc(Nu)*, has been appointed chairman of the health sciences department Grant MacEwan Community College, Edmonton. A partner in practice is **W.R. (Bill) Hibbard**, *BSc(Eng)*, with McBride, Ragan, Sorensen, consulting engineers. One of the producers from the three prairie provinces who is serving on the

Prairie Rail Action Committee is **Jack Gorr**, *BSc(Ag)*. Associate professor and associate dean, Faculty of Dentistry, University of Toronto, **Gordon W. Thompson**, *DDS*, has been named dean of this University's Faculty of Dentistry, effective July 1st. An associate professor of chemistry, **Gary Horlick**, *BSc*, has been named the first recipient of a new Canadian scientific award, the Barringer Research Award of the Spectroscopy Society of Canada. **Ron Toutant**, *BEd*, principal of Sir John Franklin School, Yellowknife, for eight years is now superintendent of education for the Yellowknife area.

'66

Joseph E. May, *BA*, is with Burns and Pottage Realty Limited, Edmonton. **Maureen O'Bryan**, *BPE*, is president of the Sports Federation of Canada, the parliament of sport in that its approximately one hundred members represent most of the national sport governing bodies in the country. A personal ambition was realized recently by **Mike Horrocks**, *LLB*, when he was appointed a judge in the provincial court. The principal of Rimbey Elementary School, **Lorne Ulveland**, *BEd*, participated in a Canadian Teachers' Federation project overseas during the summer of 1977. He taught school supervision in the British Virgin Islands, one of a team of two. **David K. Yung**, *PhD*, has been appointed director of the College of Pharmacy, Dalhousie University. **Gordon P. Berard**, *BSc(Eng)*, is manager, system planning, for the gas transmission division, Alberta Gas Trunk Line.

'67

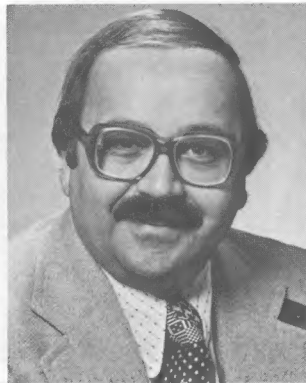
Krystyna Spirydowicz, *BA*, assistant conservator with Historic Resource Conservation, Parks



Harvey Zingle, BEd'56



Susan Peirce, BA'70



Harry M. Goldberg, BA'73

Canada, Atlantic Region, has been participating in the restoration project in the Sudan, sponsored jointly by the Universities of Calgary and Khartoum. The work involves restoring frescoes found at the ancient site of Meroe.

'68

E. Carstens, BSc, MSc'74, is pursuing a postdoctoral fellowship at the Institut fur Genetik, University of Cologne, Germany. **Gary Potts, BEd**, taught business education in Jamaica for teachers through the Canadian Teachers' Federation.

'69

Marc Horton, BA, assistant city editor, *Edmonton Journal*, has full responsibility for coverage of local and provincial news. **Alexander T. Lemmens, BSc(Eng)**, is production manager, Voyager Petroleum Limited, Calgary. **Denis Masse, PhD**, chairman of Bill 101 appeals commission, has the difficult task in Quebec of telling parents whether their children have the right to go to English schools. Area coordinator and farm management specialist for Northern Ontario is **Marcel Paulhus, BSc(Ag)**. **R.R. Norby, BSc(Ag)**, administrative officer and lecturer in the department of rural economy, is president of the Alberta Institute of Agrologists. **J. Raymond Reid, BA, PhD'77**, is in charge of foreign languages (French and German) at the Dependants' School, Canadian Forces Base, Suffield. **Allan H. McMillan, BA**, is pursuing a graduate studies scholarship from the University of Western Ontario's business school.

'70

Marilyn Dove, BEd, taught social studies in Antigua, Canadian Teachers' Federation project

overseas, during the summer of 1977, as did **Helen Marsten, MEd**, evaluating student progress in the British Virgin Islands. **Glenda Hobbs, BEd**, is serving as program coordinator, Fort McMurray separate school board. **Susan Peirce, BA**, formerly with the faculty of extension, has assumed the directorship of alumni affairs, University of Calgary. **D.W. Stewart, BEd**, is marketing representative for Motorways, Edmonton.

'72

Casey Van Kooten, BSc, is economics instructor at the Grande Prairie Regional College. **Robert E. Lavery, PhD**, is director general of Lakeshore School Board, Quebec's second largest school administrative unit.

'73

A former general manager of the Students' Union, **Harry M. Goldberg, BA**, is director of registrations, enumerations and election operations for the Province of Alberta. The "proper and safe" use of machines and equipment is the most important consideration of the new industrial arts school in Bentley, according to **Jim Bruns, BSc, BEd'74**, chief instructor. **Dennis J. Clark, BCom**, is vice-president, administration and finance, Jager Holdings (Calgary). **Donna J. Fraser, BEd**, has taken the plunge into business, operating from the Palliser Hotel, Calgary. Total coordination is provided for conventions, conferences, and meetings. **Stephen Stirling, LLB**, is crown counsel, Port Alberni, B.C.

'74

Peter Usher, BPE, is developing a two-year university transfer program in physical education,

College of New Caledonia, B.C. **Peter C. Cowan, BA**, is completing a two-year masters course in Business Administration at Western. **Michael P. Stonhouse, BA**, is serving as curate, St. Peter's Anglican Church, Calgary. **A.J. Faber, PhD**, is assistant research professor, Institut du Cancer de Montreal, Notre Dame Hospital. New crown prosecutor at Fort McMurray, **Tom Boyd, LLB**, finds court a busy place to practise his profession. Instructing young children in the new music appreciation program offered in Peace River is **Cheryl Cooney, BA**. **Clair S. Batty, BCom**, has been awarded a plan for excellence scholarship from Western's business school.

'75

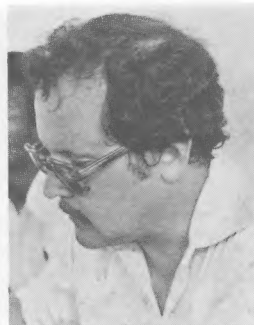
David Pond, BA, is advertising sales representative for *Oilweek* in Calgary. It is a long way from ultra-modern medical facilities for two physicians, **Wayne and Paulette Church, MD**, who have accepted a two-year term of duty in Honduras. They are members of the Volunteer International Christian Service.

'76

David Checkel, BSc(Eng), received the Sir Winston Churchill Society's \$5,500 Scholarship to study mechanical engineering at Churchill College, Cambridge. In an historic occasion, **Wilton Littlechild, LLB**, of the Ermineskin band, Hobbema Reserve, was admitted to the Alberta bar recently. **Dave Fletcher, MD**, has set up practise in Mount Forest, Ontario.

'77

Christine Boyd, BSc(Ag), is the first female hunter safety trainer assistant teaching a course in hunter safety to students in the Yukon. **Max Hall, BPE**, is recreation director at Meadow Lake, Saskatchewan. **Ernest M. Good, BSc(Ag)**, is a loan officer with the Alberta Agricultural Development Corporation. **Robert G. Young, BCom**, is articling with Peat, Marwick, Mitchell and Company, chartered accountants, Edmonton. **Garth E. Mihalcheon, BSc**, is studying music production at Fanshawe College, London, Ontario. **Wayne Lohr, BSc(Ag)**, has accepted a position with Farm Credit Corporation, Vegreville. **Earl Shindruk, BCom**, is with Mutual Life of Canada, Edmonton. Spencer Real Estate Limited has as one of its agents **Steve Tominuk, BSc(Eng)**. **Trevor R. Davies, BCom**, and **Garry J. Kitz, BSc(Ag)**, are serving as loan officers, Agricultural Development Corporation, Camrose and Vegreville offices respectively. **Larry E. Stoyko, MD**, is interning at Pasqua Hospital, Regina. **Susan Melnyk, BEd**, is winding down her first year teaching in Peace River.



Left to right. Gary Potts, BEd'68; Dr. Helen Martsen, MEd'70; Marilyn Dove, BEd'70; and Lorne Uleveland, BEd'68.

In Memoriam

Edith Dodge, (HEC)'20
Ernest Hjalmar Anderson, BA'20, GS'22
Guthrie B. Sanford, BSc(Ag)'20
Douglas B. Simkin, BSc(Eng)'22
MacDonald Millard, QC, LLB'24
Byron Wilson, BSc(Ag)'27
Dora Allison Newson, MD'31
John Amey Aylesworth, MD'32
Edward Ferris Donald, MD'35
Nicholas Soldan, BSc(Eng)'36
William Daniel Cuts, MD'36
Earl W. Buxton, BA'42, BEd'48
Nancy (Pascoe) Hughson, BSc(Pharm)'47
Elizabeth Pope, BEd'47
R. Donald Wilson, MD'48
Donald Lindsay Hay, BSc'49, BSc(Eng)'53, LLB'64
Marguerite (Jones) Lavalley, MD'51
Joseph Grant Spratt, LLD'53
George Sisko, BEd'56, MEd'67
Florence (Barry) Yake, LLB'76

The Branches

Red Deer

Right. The Red Deer Bookworm Ball culminates a vigorous year of alumni activity. The evening is inevitably a sold-out total success and this year was no exception. Under the spirited direction of Mrs. Marg Estabrooks (top right) are seen members of her social committee, (top left) Judy O'Brien, branch president; Bea Tobias, '69 LLB, (front left) Anne Kelly and Linda Steubing.

Below. Scholarships, books for the library, and works of art for the Red Deer College are supported annually by local alumni. Their composite gift is matched each year by the General Alumni Association. The Bookworm Ball is the presentation occasion. Mr. Bud Arbeau, '53 BEd (right), U. of A. Alumni president, is seen presenting a cheque for \$700. to Dr. William Forbes, President of the College.



Victoria

Far left. Following a successful annual meeting and tea at St. Michael's School, retiring and new executive branch members adjourned to "Ardmore" for dinner. Chancellor Ron Dalby '52 BSc(Eng), left, special guest at both West Coast meetings is seen commenting on the sumptuousness of the fare with Mr. Norm Cuthbertson, '47 BEd, host and retiring branch president.

Left. In another corner, accolades for arranging another excellent year of branch activities were enthusiastically accepted by Mrs. Lydia Kasianchuk, '56 BEd, retiring secretary, and Mr. Pat Holt, '49 BEd, branch president-elect.

Lethbridge

Right. A long overdue catch-up meeting with alumni in the Southern city coincided earlier with a conference of Alberta Universities Alumni Associations (AAUC). President Harry Gunning was the principal speaker at "Sven Ericksen's" restaurant. The U. of A. visitors were hosted by Charles, 'LLB, and Irene, '52 BSc(Nu) Virtue, at a delightful dinner prior to the meeting. The Virtues are seen here with Mr. Bud Arbeau, Alumni President.

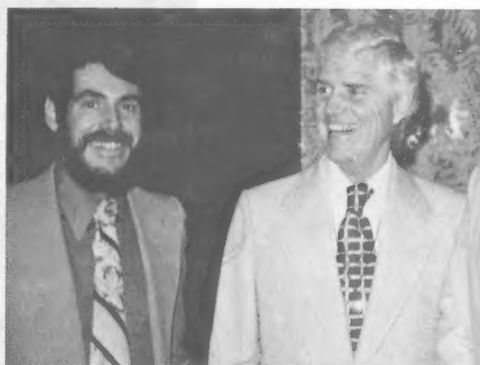


Far right. Following a busy day at the University of Lethbridge the presidents of three of the University Alumni Associations came together for picture purposes. Left to right, Mr. Arbeau, U. of A.; Mrs. Jessie Swann, University of Lethbridge; Mr. Richard Johnson, University of Calgary.



Vancouver

Right. Two gentlemen who continue to make the alumni branch wheels spin on the West Coast are (left) Dr. Ron Boyd, '69 MD, and Mr. Jim Fleming, '51 BSc(Ag).



Far right. Balancing the Champagne Brunch books was a key concern for the Spring meeting impresarios. After much checking they did — much to the relief of Dr. Boyd, treasurer.



Alumni Homecoming '78

20 and 21 October 1978

Special Classes

'18, '28, '38, '53, '58, '68, '73

Friday, 20 October

8:00-10:00 p.m.

Wine and Cheese Party

Meet the Prof's

Faculty Club

Saturday, 21 October

10:00 a.m.

Campus Tour (Rutherford Galleria)

11:30 a.m.

Pre-Football Game Luncheon

Lister Hall

2:00 p.m.

Football Game U. of A. Golden Bears

vs University of Calgary Dinosaurs

Campus Grid

6:30-7:30 p.m.

Homecoming Reception

Lister Hall

7:30 p.m.-1:00 a.m.

Homecoming Banquet and Ball

Lister Hall

Tickets

Alumni Office, 432-3224

430 Athabasca Hall

Wine & Cheese Party \$ 3.00/person

Banquet & Ball \$10.00/person

Luncheon & Football \$ 2.50/adults

Game (combined) \$ 1.50/children



On Campus Privileges for Alumni

Privilege Cards

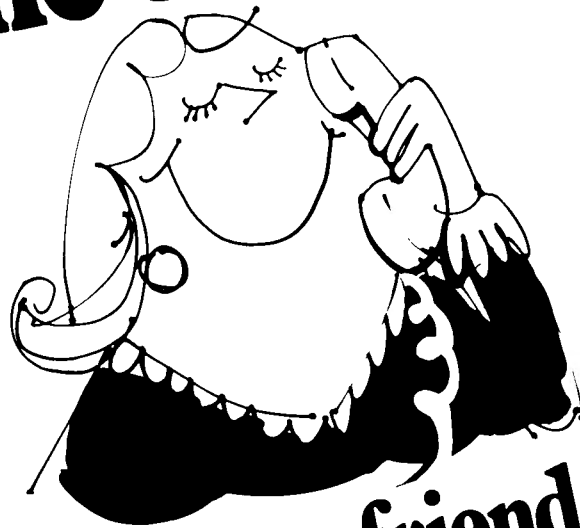
Full on-campus swimming privileges for alumni and their families are extended at the University's Physical Education and Recreation Centre. Privilege cards for 1978-79 are now on sale at the Alumni Office, 430 Athabasca Hall, Edmonton T6G 2E8 (phone 432-3224). Yearly rates (April 1978-79) are: Alumni family \$50.00; single alumnus \$30.00.

Towels and lockers (for adults only) are available from the equipment room for \$10.00. Indoor and outdoor jogging, and weight lifting room (adults only) are free with privilege cards. Hours of operation of the Physical Education and Recreation Centre are 7 a.m. to 10 p.m. daily. Sundays 10 a.m. to 4:30 p.m.; Saturdays 8 a.m. to 10 p.m. Statutory holidays — closed.

Library

Alumni have certain library privileges. They may enter and use library materials. Also borrowing privileges are permitted to members of the Alumni Association who have demonstrable research need. Arrangments for borrowing privileges should be discussed with the head librarian's secretary at (432-3790), fifth floor of the Cameron Library.

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